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THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

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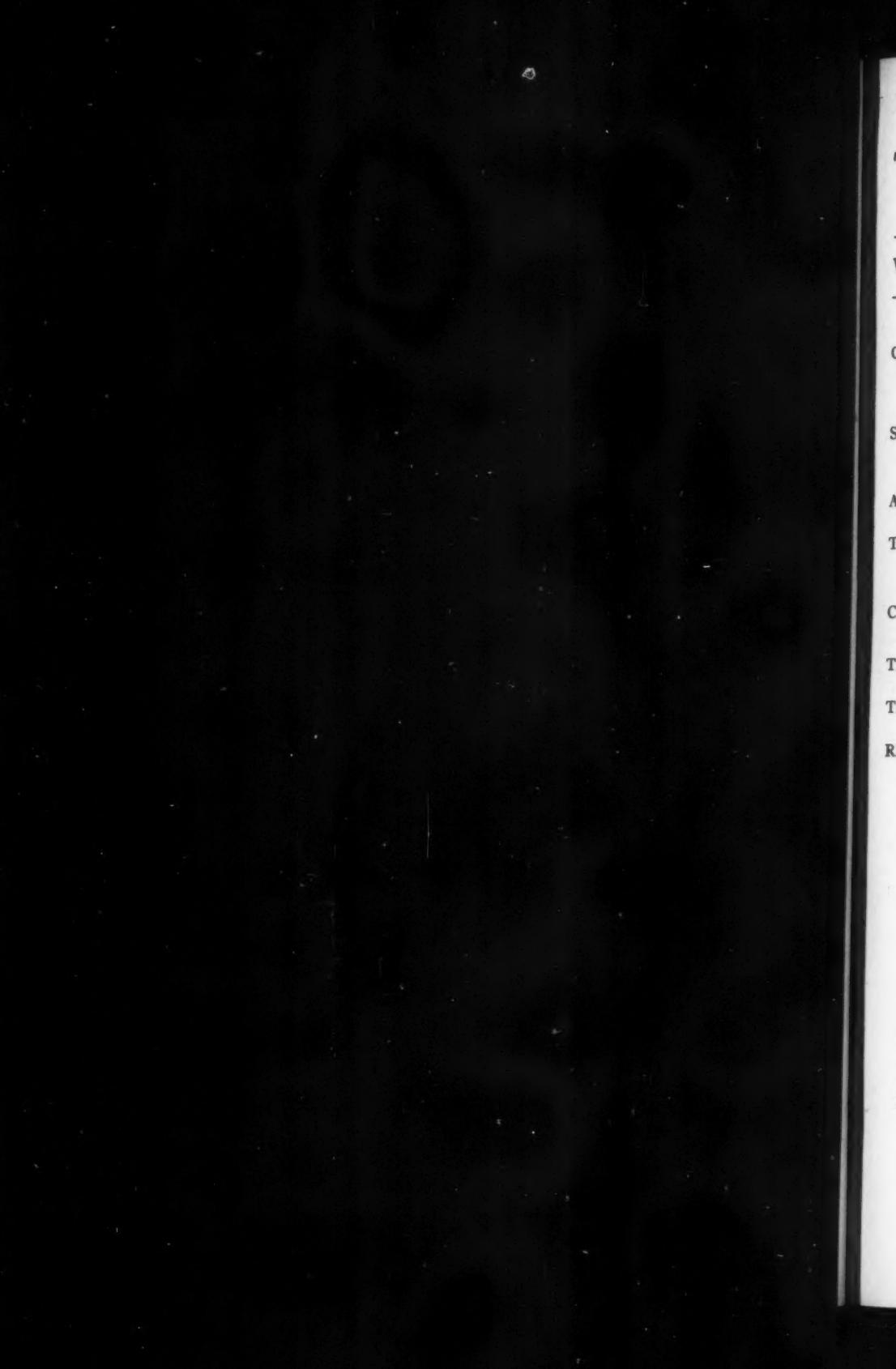
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CURRENT POLITICAL SCIENCE PUBLICATIONS IN FIVE CHICAGO LIBRARIES: A STUDY OF COVERAGE, DUPLICATION, AND OMISSION¹

ANDREW J. EATON

I. INTRODUCTION

INTERLIBRARY co-operation as a means of improving library resources and service has long been a topic of professional discussion. One form of co-operation which has frequently been mentioned as an important element in any broad co-operative program is the co-ordinated acquisition of library materials. This idea of co-operative book selection, to be achieved through agreements as to specialization and division of fields of responsibility, has stimulated serious discussion, especially within the past few years.²

In spite of the theoretical appeal of some form of co-operative book selection,

relatively few agreements for specialization have been made by American libraries. Existing agreements, moreover, have often proved disappointing or, at best, only partially satisfactory. Some have been tentative, stopping short of direct action; others have been so limited in scope that they have left major areas of knowledge untouched; and some which have been boldly comprehensive have been too vague and sweeping to serve as a guide to book selection in minor subject fields. Moreover, it is probably safe to say that few libraries which have entered into agreements have made provision for keeping these agreements alive and flexible by periodic scrutiny of their book-selection policies and objectives and by frequent consultation on the purchase of specific titles. These shortcomings, and the fact that so few agreements have been made, attest the complexity of the problem and the difficulties in the way of a satisfactory solution.

The agreement among Chicago's large public libraries is one of the oldest and most important examples of co-operative specialization in American library

¹ The essential portion of a dissertation submitted to the Graduate Library School of the University of Chicago in September, 1944, in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

² Robert B. Downs (ed.), *Library Specialization: Proceedings of an Informal Conference Called by the A.L.A. Board on Resources of American Libraries, May 13-14, 1941* (Chicago: American Library Association, 1941), pp. 18-23; Keyes D. Metcalf and Edwin E. Williams, "Proposal for a Division of Responsibility among American Libraries in the Acquisition and Recording of Library Materials," *College and Research Libraries*, V (March, 1944), 105-9.

history.³ Initiated in 1895, it provided for the division of subject fields and service among the Newberry, Crerar, and Chicago Public libraries in a manner that has clarified the objectives of each and improved their combined usefulness to readers. But, important as it has been, this agreement has fallen far short of fully co-ordinating the collection of printed materials in the Chicago area. The reasons for this are obvious. First of all, it concerns only three of the major libraries in the area, omitting such important institutions as the University of Chicago and Northwestern University. These other libraries have taken cognizance of the agreement, to be sure; but they have never formally defined their relationships to the three public libraries in terms sufficiently precise to serve as a basis for a thoroughgoing program of co-ordinated acquisition. Second, while the agreement is comprehensive in its reference to broad subject areas, such as the humanities and the natural, physical, and social sciences, it is indefinite with respect to many minor fields within these areas. And, finally, no provision has been made for the continual re-examination of acquisition policies and the day-to-day consultation on specific purchases which are necessary to keep an agreement alive.

Thus, while Chicago's major libraries have laid the groundwork for a broad program of co-ordinated acquisition, much remains to be done before this program can be completely effective. As the situation now stands, the libraries of the area would profit by a fuller knowledge of their existing holdings. Such knowledge would show what past efforts at co-ordination have accomplished and would

³ This agreement is summarized in Carleton B. Joeckel and Leon Carnovsky, *A Metropolitan Library in Action* (Chicago: University of Chicago Press, 1940), p. 392.

indicate the direction which future efforts might take. At present surprisingly little is known in detail about the combined holdings of Chicago libraries. No comprehensive survey of local collections has ever been undertaken.⁴ No attempt has been made to measure the results of past efforts at co-ordination by studies of the distribution of materials in the local libraries or of the extent of coverage in fields affected by division of responsibility. At present no librarian can say with certainty how well the libraries of the area are succeeding in making available the mass of important materials published in this country and abroad. Likewise, no detailed evidence is available of the extent of duplication or of the number of serious gaps in the combined local collections. In the absence of valid evidence, there is ground for the conjecture that Chicago libraries, taken as a group, in spite of their agreements as to fields of responsibility, are failing to acquire a large share of the output of important publications.

It is the purpose of this study to determine the extent to which Chicago's major libraries acquired one year's output of the regular book-trade publications of five countries in one important subject field (political science) and to describe how titles acquired by these libraries are distributed among them. Focusing attention on the libraries as a group, the study attempts, by the use of a check list of current publications, to view their acquisitions against the background of what was available for them to buy—the mass of books published in the selected field. For purposes of closer

⁴ Cf. Robert B. Downs (ed.), *Resources of New York City Libraries* (Chicago: American Library Association, 1942); Bibliographical Planning Committee of Philadelphia, *Philadelphia Libraries: A Survey of Facilities, Needs, and Opportunities* (Philadelphia: University of Pennsylvania Press, 1942).

analysis, titles are classified by type or form, by country of publication, and by minor subject. Thus, it becomes possible to describe the extent and character of duplication, uniqueness, and omission in terms of each of these characteristics.

Such a study, it is assumed, will supply information of a sort which will be useful in evaluating local efforts at co-operation. By showing what books the libraries, individually and collectively, are actually acquiring and, equally important, what books they are failing to acquire, it is hoped that various problems of book selection will be clarified and that both the possibilities and the difficulties of co-operation will emerge in realistic terms.

II. SCOPE AND PROCEDURE

Certain important limitations in the scope of the study should be stated at the outset. First, the study is concerned with current library acquisitions in only one major field—political science. Other fields of equal interest were considered for inclusion, but the amount of bibliographical checking involved in dealing with large numbers of titles precluded the use of more than one subject area in the investigation. The field of political science, broadly interpreted to include such topics as international relations, constitutional history, and current political problems, is an area in which a large number and variety of books are published annually and one in which all the major Chicago libraries have some interest.

Within the broad field of political science, certain limitations have been placed upon the type of material included in the check list. Publications available in the regular book trade make up the bulk of the titles. Classified by type, these fall into several fairly well-

defined groups, of which monographs, popularizations, textbooks, and reference books are the most numerous. Such publications, of course, do not include all kinds of material in the field. Other important types, such as public documents, journals, society publications, reports of organizations and institutions, manuscripts, and pamphlets, are not considered here. Thus, the present study will not present a complete picture of local library acquisitions in political science. Some libraries, in fact, which collect relatively few trade books in the field may have strong holdings of documents or serials.⁵ No library, however, which is seriously interested in the field can afford to neglect the current output of regular book-trade publications.

With respect to such publications, however, the list is comprehensive rather than selective. Comprising 1,338 publications, it includes not only the important or scholarly books but nearly all books published in the field.⁶ For this inclusiveness there are two reasons. First, it was considered desirable to discover what books the libraries are acquiring, regardless of their importance. The fact that a particular library buys popular or relatively unimportant books may be of considerable significance in planning a program of co-ordinated acquisition. Only a picture of *total* holdings can show relative emphasis in book-selection policy. More important, however, in the decision to compile a comprehensive list is the difficulty of deciding *a priori* what the "best" books are. Book reviews offer a rough index of the importance of books, and they were used in the present study

⁵ Library holdings of serials are determinable from Winifred Gregory (ed.), *Union List of Serials in Libraries of the United States and Canada* (2d ed.; New York: H. W. Wilson Co., 1943).

⁶ This check list is included in the complete report of this investigation.

to distinguish roughly between the "important" and "unimportant" titles. This was done, however, *after* the list was compiled. In assembling the titles no questions of quality were raised; a formal relevance to the subject was the only criterion employed. The final list, therefore, includes the excellent and the mediocre, the scholarly and the popular; it includes some titles which almost all libraries would want and some which perhaps no library need acquire.

A further limitation concerns the date of publication of titles in the check list. All books included in the list were published during one year—1937. The choice of this particular year was dictated by several factors. The year selected should be sufficiently recent to yield findings descriptive of contemporary conditions. But it must not be so recent that the journals and bibliographies do not list the books or that the libraries have not had time to acquire them. Moreover, the year chosen should not be abnormal with respect either to the output of books or to the buying policies of libraries. The year 1937, so far as could be determined, fulfills these conditions.

To confine the study within workable proportions, it was also considered necessary to limit the check list to books published in five major countries. The countries chosen are the United States, England, France, Germany, and Italy. While emphasizing somewhat different areas of the general field, each of these countries publishes annually a considerable number of political science titles. The best of the foreign-language books are presumably of interest to scholars, if not to general readers, in the United States. Other countries of publication, of course, might have been included. But these five were probably the most important sources of books acquired by American libraries in 1937.

The libraries whose holdings are analyzed in this study are the largest and most important collections in the Chicago area: the John Crerar Library, the Newberry Library, the Chicago Public Library, and the libraries of Northwestern University and of the University of Chicago. The New York Public Library is included for purposes of comparison. Other Chicago libraries specializing in political science, such as the Joint Reference Library of the Public Administration Clearing House and the Library of International Relations, might well have been considered in the study. But the five chosen are clearly the major collections in the field.*

Of the Chicago libraries, two are great special libraries whose interest in political science is definitely secondary, though not unimportant. The Newberry Library includes political science among its fields of specialization but attempts to acquire only "substantial works of a general character." It collects extensively in the field of history (including political and constitutional history, which are represented in the present check list) and to some extent in international law. The John Crerar Library, according to the agreement of 1895, accepts responsibility for the whole field of the social sciences.⁸ Just what areas of the field and what types of material are emphasized are not clear, but it is assumed that the library has devoted some attention to social science materials (including political science), even though its major efforts have been concentrated on the natural and physical sciences. It has also been interested at one time or another in constitutional and international law.

* Newberry Library, *Handbook of the Newberry Library* (Chicago: Newberry Library, 1933), pp. 7-11.

⁸ John Crerar Library, *Handbook*, 1929 (Chicago: Printed by Order of the Board of Directors, 1929), p. 8.

Two of the libraries included serve important educational institutions sponsoring broad programs of instruction and research in political science. At both the University of Chicago and Northwestern University political science is among the strongest departments; both schools offer work in almost all areas of the field at the graduate as well as the undergraduate level. Both institutions also emphasize the fields of history, international relations, and law, all of which are represented in the check list used in the present study. Both of these libraries, therefore, are presumably committed to a policy of extensive acquisition of political science materials.

The Chicago Public Library attempts to meet the needs of general readers in all fields. While it is relieved of the necessity of acquiring specialized materials in areas covered by Newberry and John Crerar, it is responsible for providing circulating copies of many books which are already in the two reference libraries. To this library political science is merely one of many fields to which it devotes approximately equal attention.

The New York Public Library is a large, scholarly library which provides some materials in almost all fields.⁹ In certain areas of specialization, however, it collects extensively for research purposes as well as for general reading. Political science is one of these fields. Here the library attempts to acquire "nearly everything of consequence" published in the United States (except textbooks) and somewhat less of the English and continental-European materials. It is also strong in history and international law.¹⁰

⁹ Only the Reference Department of the New York Public Library is considered in this study. For the book-selection policy of this library see R. A. Sawyer, "Book Selection in the Reference Department of the New York Public Library," *College and Research Libraries*, VI (December, 1944), 20-22.

While the New York Public Library has a well-deserved reputation for the scope and richness of its collections, it should be emphasized that this library is not included here as a model for the Chicago libraries. Every individual library and every great library center have their peculiar needs and interests which should determine the nature of their objectives and their book collections. What is essential for one library may be inappropriate for another. It is not assumed, therefore, that all books held by the New York Public Library should necessarily be represented in the Chicago area. The holdings of this library are presented here merely to show what one great scholarly library acquired in a major area of specialization. It may be assumed, however, that most of the books obtained by such a library have some interest for serious readers.

As stated above, the study focuses attention on the Chicago libraries as a group and attempts to show, in terms of books acquired, what their combined efforts are achieving in building up the book resources of the community as a whole. In doing this, of course, it is necessary to determine what books *each* library is acquiring. This information reveals differences in the strength of the various libraries and leads to distinctions between relatively strong and weak collections in the field. Such distinctions are useful, but they should be interpreted with caution. In the first place, they must not be made without reference to the objectives of the libraries concerned. A library cannot be expected to have extensive collections in a field in which it has only a marginal interest. Second, distinctions between "strong" and "weak" libraries may be made here only

¹⁰ New York Public Library, *A Guide to the Reference Collections . . .*, compiled by Karl Brown (New York: New York Public Library, 1941), p. 146.

with respect to holdings of the type of material included in this study, namely, current publications in the book trade. For, as mentioned above, there are several other types of material which a truly strong library in the field must acquire. A library which has a large share of the books in the present check list might be relatively weak in its holdings of serials, documents, reports, and ephemeral materials.

To clarify the purpose and scope of the study, certain assumptions should be made explicit. First, it is not assumed that each of the libraries should hold all the titles in the check list, or any particular proportion of them; the book collections of each library are determined by its specific objectives. Since the objectives of these libraries vary, their holdings may be expected to vary accordingly. Thus, the check list is not an instrument of direct evaluation to be applied to libraries of differing purposes.

This study does assume, however, that the Chicago area—the fourth largest library center in the country—should approach completeness in its stock of important current publications which might be of interest either to the scholar or to the general reader. It assumes, further, that the distribution of holdings among the major libraries should exhibit some rational pattern corresponding to a working plan of division of responsibility. Extensive coverage, in other words, is a desirable goal, and some degree of systematic co-operation is essential to its realization. Finally, the study assumes that the local libraries are genuinely interested in co-operation as a means of reducing duplication and increasing coverage. Without such interest and without a willingness to reconcile the objectives of individual libraries with the needs of the community as a

whole, no effective scheme of co-ordinated book acquisition is possible.

The procedure followed in the study involved five major steps: (1) compiling the check list of current political science books published during 1937, (2) classifying the titles, (3) evaluating the titles, (4) searching the titles in the catalogs of the libraries, and (5) analyzing and interpreting the pattern of library holdings.

Titles included in the list were taken chiefly from two types of sources: scholarly book-reviewing journals and national bibliographies. The scholarly journals used were carefully selected to include those giving most attention to current books in the field. Five or six journals were chosen from each of the five countries of publication included in the study. All books mentioned in the journals, whether reviewed or merely listed, were considered for inclusion in the list. Next, the various national bibliographies such as the *Cumulative Book Index* and the *Deutsche Nationalbibliographie*, were searched under subject headings relevant to political science. This approach supplied many titles which had not been found in the journals. A few other sources such as the *Bibliographie der Staats- und Wirtschaftswissenschaften* and *Books Abroad*, were checked in an effort to make the list as comprehensive as possible; these sources, however, yielded relatively few new titles. In checking the journals, it was usually necessary to search the volumes covering the years 1937-40 to be sure of finding all references to 1937 imprints. For the national bibliographies, it was not found necessary to go beyond the 1937 and 1938 volumes.

The major difficulties encountered in compiling the list arose from two factors: (1) the lack of clearly defined boundaries in the field of political science and (2)

the lack of detailed information about many of the books considered for inclusion. There is no agreement as to the scope of the field of political science. For purposes of the present study, it was thought advisable to accept arbitrarily that definition of the subject expressed in the Library of Congress Classification (Schedule J), which, though badly out of date, supplies a systematic and detailed analysis of the field.¹¹ Elaborate as it is, however, this scheme is often far from clear, particularly in those borderline areas where political science merges into history, philosophy, law, etc. These ambiguities in the classification scheme frequently complicated the problem of deciding whether or not to include a particular title.

The lack of adequate information about many books also impeded the compilation of the list. Titles listed in the national bibliographies and many of those mentioned in the journals appeared without descriptive notes. Frequently neither the title nor the subject entry provided a clear idea of the contents of the book. In such cases, the book was often included for future consideration on the basis of further information obtained from book reviews or library catalogs.

Once the list was compiled, the books were classified for purposes of detailed analysis. Three bases of classification were used: (1) subject, (2) type, and (3) country of publication.

The Library of Congress Schedule J, accepted as a basic outline of political science for purposes of this study, divides the field into ten broad areas. These areas, which provide the framework for

the analysis of library holdings by subject, are as follows:

- JA General Works in Political Science
Includes histories of political science
- JC Political Theory
- JF Constitutional History and Administration
—General and Comparative
Includes general materials on the organs and functions of government, political rights and guarantees, administration, political parties and practical politics
- JK Constitutional History and Administration—United States
The major subclasses are (a) constitutional history, (b) government and administration, (c) civil and political rights, and (d) political parties¹²
- JL Constitutional History and Administration—British America and Latin America
- JN Constitutional History and Administration—Europe
- JQ Constitutional History and Administration—Asia, Africa, Australia, Oceania
- JS Local Government
- JV Colonies and Colonization
Includes emigration and immigration
Books on specific colonies are classed elsewhere
- JX International Law, Foreign Relations, Diplomacy, International Arbitration

With this outline of the field, the problem of classifying the books by subject was largely solved by using Library of Congress Classification numbers. These numbers were copied whenever they were found in the process of checking the library catalogs. For many titles, however, no numbers were available. Some books on the list—such as those in law—have not yet been classified by libraries using the Library of Congress scheme. Other titles were found which were classified only according to local schemes. (Of the libraries searched, only the University of Chicago uses the Library of Congress system.) Still other publications have not been acquired by any of the libraries. To all these unclassified

¹¹ U.S. Library of Congress, Classification Division, *Classification: Class J, Political Science* (2d ed.; Washington: Government Printing Office, 1924).

¹² These same subdivisions appear also under classes JL, JN, and JQ.

books the writer assigned Library of Congress class numbers, attempting to classify each title as precisely as possible with the information at hand. For many of the titles reviews were found which supplied needed information.

After the books were classified by subject, it was found that about half of the titles on the list fell outside the limits of political science as defined by Schedule J. These books were classed chiefly in history (Schedules D, E, and F) and the social sciences (Schedule H). Since many of them were obviously of no less interest to the political scientist than the books which happened to fall in Schedule J, it was decided to retain them as books in related fields. These titles, therefore, were grouped in eight broad subject categories and added to the basic list of titles classified in Schedule J. The eight categories of related books are as follows:

1. International Relations

Includes books on relations between two or more countries, both current and historical; this group may be thought of in connection with the subclass JX (International Law, etc.) in Schedule J

2. Political History

Especially of single countries

3. Contemporary Political Problems

Primarily domestic rather than international

4. Colonies and Colonial Problems

Includes books on particular colonies; this group is closely related to subclass JV in Schedule J

5. Political Biography

6. Law—Legal and Administrative Problems

Includes books on aspects of law which are relevant to political science as defined in this study, e.g., public law, administrative law, maritime law, etc.

7. Church and State

8. Economic and Social Problems (History, Theory, and Present Conditions)

Includes a relatively small group of titles selected for their relevance to the field of political science

While the "related" titles constitute an important part of the list, it should be noted that they differ in one respect from the books in political science proper. This difference lies in the fact that they do not necessarily constitute a comprehensive collection of materials published in the fields which they represent. The books in the area of law, for example, are by no means a complete collection of all those published in that category during the year. They are merely those titles which seemed most relevant to the field of political science as defined in this study.

Moreover, it should be emphasized that not all the fields related to political science are represented by the titles in these eight categories. Broadly speaking, political science depends upon all the other social sciences. Traditionally, it is related most closely to history and economics, but it also draws upon sociology, anthropology, psychology, geography, law, and the like. Most of these fields are not covered in the present study. Only history and law are represented by more than a handful of titles. Economics and finance, both of which are closely related to politics, are almost entirely neglected here.

The eighteen subject groups described above—ten in political science proper and eight in related fields—thus serve as the basis for the analysis of library holdings by subject. By classifying the holdings in terms of these subdivisions, it is possible to determine areas of strength and weakness in the library collections.

For purposes of distinguishing between various types or forms of current publications, a type classification scheme was developed. The scheme consists of six categories: (1) monograph, (2) popularization, (3) textbook, (4) general

treatise, (5) collection, and (6) reference work. These categories are familiar to librarians and students in all fields. So far as the present writer is aware, however, no previous attempt has been made to define them precisely or to employ them systematically in classifying a large number of books. Defined in terms of such characteristics as scope of subject matter, treatment, purpose, appeal, and the like, the six categories are as follows:

MONOGRAPH

Subject and scope.—Deals with a limited, specialized subject. Subject is usually one which is appropriate for serious study or investigation and sufficiently limited in scope to make thorough treatment possible; rarely is it of a "popular" nature.

Treatment.—Usually detailed and scholarly; characterized by careful research, extensive documentation, detailed analysis of evidence, etc. May be long or short.

Purpose.—To contribute to the understanding of some hitherto unexplored problem. In its presentation of new facts or theories a monograph usually represents an original contribution to its subject.

Appeal.—Primarily to the scholar or subject specialist.

Other features.—Frequently takes the form of a doctoral dissertation. Rarely appears in more than one edition.

Examples: KEY, V. O. *The Administration of Federal Grants to States.* Pp. 388. PERKINS, D. *The Monroe Doctrine, 1867-1907.* Pp. 480. SCHMITT, B. *The Annexation of Bosnia, 1908-1909.* Pp. 264.

POPULARIZATION

Subject and scope.—Deals with a subject of general or current interest. Subject is usually broad in scope.

Treatment.—Emphasizes reader appeal in approach, style, vocabulary, etc. Usually not detailed or technical. Popularizations vary widely in the quality of their treatment. They range from collections of authors' personal prejudices to authentic narratives based on careful research, judicious selection, and skilful synthesis of materials. A good popularization may bring together relevant facts culled from hundreds of

special books and weave them into a readable volume which will appeal to the layman.

Purpose.—To inform or influence the general reader. A popularization is usually a collection of existing information rather than an original contribution.

Appeal.—To the general reader or layman.

Examples: HOOVER, C. B. *Dictators and Democracies.* Pp. 110. LEIGHTON, J. A. *Social Philosophies in Conflict.* Pp. 546. LIPPMAAN, W. *An Inquiry into the Principles of the Good Society.* Pp. 402.

TEXTBOOK

Subject and scope.—Deals with a relatively broad subject. Subject is usually one which corresponds to some area of the school or college curriculum.

Treatment.—Systematic. Varies according to the level of instruction for which it is intended. Emphasizes basic facts and fundamental principles. May be long, but is generally not as exhaustive as a treatise. Usually contains reading lists, exercises, or other features for classroom use.

Purpose.—To supply a manual or introductory treatment of a subject for instructional purposes or for convenient reference. A textbook is usually a collection of existing information in convenient form rather than an original contribution.

Appeal.—To students and beginners in a subject.

Other features.—Textbooks are frequently published by certain firms which specialize in educational materials. Revised editions are common.

Examples: LEWIS, E. *A History of American Political Thought from the Civil War to the World War.* Pp. 561. DIMOCK, M. *Modern Politics and Administration.* Pp. 440. GOOCH, R. *The Government of England.* Pp. 326.

Subcategories.—Include in this category other types of books intended primarily for the use of students; e.g., casebooks, collections of readings in a subject, debate handbooks, outlines.

GENERAL TREATISE

Subject and scope.—Deals with a relatively broad subject. Subject is usually an important field of knowledge in which specialized research has been going on for a length of time sufficient to permit the formulation of principles and generalizations.

Treatment.—Systematic. Discusses the subject as a whole, in all its parts, with emphasis on general principles. Usually exhaustive.

Purpose.—To present systematically the facts and general principles, so far as they are known, in a major area of human knowledge. In its synthesis and its formulation of principles a treatise is usually an original contribution and a monumental work in its field.

Appeal.—To students and specialists in the field.

Other features.—Authors are frequently mature scholars or experienced practitioners in the field. Titles often appear in successive editions. A small category numerically; relatively few titles of this type are published in any one year.

Examples: BUSTAMANTE, A. *Droit international public*, Vol. IV. Pp. 618. OPPENHEIM, L. *International Law*, Vol. I (5th ed.). Pp. 819.

REFERENCE WORK

Form.—An alphabetic or systematic subdivision of the material is a distinctive feature of this category. Other characteristics are of minor importance for purposes of classification by type. All the familiar varieties of reference books may be grouped in this category; e.g., dictionaries, encyclopedias, yearbooks, bibliographies, collections of documents, and the like.

Examples: ACADEMIE DIPLOMATIQUE INTERNATIONALE. *Dictionnaire diplomatique*. Pp. 1108. STEPHENSON, C. (ed.). *Sources of English Constitutional History*. Pp. 940. *Organisationsbuch der NSDAP*. Pp. 556.

Subcategories.—Include also the following types of material which are intended primarily for reference use: laws (texts, codes, commentaries), charters, court decisions, collections of treaties, diplomatic correspondence, parliamentary debates, administrative regulations, manuals for the use of government officials.

COLLECTIONS

Subject and scope.—Deals with a fairly broad subject. Includes essays, lectures, and miscellaneous collections. Subject is usually of a technical or specialized nature; popular materials of this type are considered "popularizations."

Treatment.—Scholarly. Discursive rather than thorough or systematic.

Purpose.—To bring together new facts or viewpoints bearing on a particular field or problem

Appeal.—To the scholar or subject specialist.

Examples: FORTI, U. *Studi di diritto pubblico*. 2 vols. GOODHART, A. *Essays in Jurisprudence and the Common Law*. Pp. 295. GULICK, L., et al. *Papers on the Science of Administration*. Pp. 195. HAGUE. ACADEMY OF INTERNATIONAL LAW. *Recueil de cours*, 1936. 3 vols. L'Opera dei delegati italiani nella Società delle Nazioni. 4 vols. NORTH CAROLINA. GOVERNOR. *Public Papers and Letters of Oliver Max Gardner*. Pp. 788.

From the above outline, it is clear that the scheme provides reasonably well for most types of current book-trade publications. The "Textbook" and "General Treatise" groups accommodate the systematic studies, including new editions of standard works. The categories devoted to "Monographs" and "Collections" provide for the serious and relatively specialized studies which are addressed primarily to scholars. The "Popularization" category, on the other hand, accommodates a wide variety of books written for the general reader. It includes popular histories and biographies, books of description, books on contemporary problems, and expressions of current opinion. Some of these are books of lasting value; others are merely current journalism which are of permanent use only as they serve to document contemporary issues. The "Reference Work" category, finally, provides for all materials which are designed primarily for reference use.

On paper the six categories appear reasonably definite and discrete. Moreover, in the process of classifying the present list of titles it was found that a large majority of the books fitted easily into the scheme. Many could be classified accurately without any more information than appears on a Library of Congress card, but others had to be examined before they could be classified. Difficulties arose in many cases because of a lack of information about the titles, but here it was often possible to consult

book reviews for the essential facts. Some titles, however, did not fit readily into any one of the categories. These were borderline cases which often possessed some characteristics of several of the type categories without having all the characteristics of any one of them. In such cases an arbitrary decision was the only solution.

Country of publication was the final basis used in classifying the titles in the list. Since the place of publication was available for almost all the books, this classification involved no difficulties. The one problem encountered was that of distinguishing between English and American books. Many titles were published simultaneously in both countries or were distributed by firms having outlets in both countries. In such cases it was frequently impossible to tell which was the original country of publication. This fact could undoubtedly have been ascertained by searching bibliographies and publishers' catalogs, but it was not considered necessary, for purposes of this study, to determine the country to which every English-language title really belongs. For present purposes, the fact that a particular book is or is not acquired is the crucial matter; whether an English or an American edition is acquired is not important, provided the two are essentially similar. Therefore, the place of publication as given in the journals and bibliographies used as sources of titles was accepted without further investigation.

The question of differences in the quality or importance of the books was the next problem considered. It has been mentioned above that, in compiling the present list, no attempt was made to select only the "best" books. If a book appeared to be relevant to the subject, it was included. The question of quality,

however, could not well be ignored completely. Libraries are interested primarily in the "important" books, and any study such as this should attempt to determine whether or not they are acquiring them. But what were the "important" books published in the field of political science in 1937? To distinguish these titles from the mass of publications requires some criterion that is both valid and practicable. To find such a criterion, one must first answer the questions, "Important for whom?" and "Important for what purpose?" But these questions are not easily answered. To say that those books are important which are of use to scholars is hardly satisfactory. For the needs of scholars are both ill defined and unpredictable; and scholars are but one group of library users. Moreover, it cannot be maintained that only "contributions to scholarship" are important, for even scholars frequently depend upon popular books to document current problems. The problem is further complicated by the fact that books vary in their "importance" to different libraries. Textbooks and dissertations, for example, are more important to academic libraries than they are to popular libraries. Thus, the "importance" of books is not easily determined.

In the absence of any absolute criterion, book reviews seemed to offer a workable method of distinguishing between the "important" and the "unimportant" titles in the present list. As used here, this method involves two assumptions. It assumes, first, that *all* the "important" books are reviewed. Second, it assumes that any book reviewed is important, since no attempt was made to differentiate between favorable and unfavorable reviews. Anyone familiar with reviewing journals knows that these assumptions are not entirely valid. The

editors of the various journals select books for review from among those sent by the publishers for this purpose. Under such a system, it must frequently happen that important books are not sent to all journals, or, if sent, are not reviewed. And it must also happen that many relatively unimportant books are sent, some of which are reviewed. Yet, in spite of these facts, reviews may be accepted as a rough measure of importance in dealing with a large number of titles. For while there will be some obvious errors, and while no one will agree with every decision, it is undoubtedly true that, by and large, the reviewed titles are the more important publications in any field.

In an effort to determine whether or not the titles in the present list were reviewed, two sources were relied upon: (1) *Bibliographie der Rezensionen*¹³ and (2) selected journals in the field of political science. The former is by far the most comprehensive index of book reviews available. It indexes reviews appearing in a large number of general and specialized journals, both German and non-German. Unfortunately, however, it does not always include all reviews in the journals indexed. Therefore, it was necessary to refer to the journals themselves in an effort to determine conclusively whether or not titles had been reviewed. A selection was made of the outstanding political science journals published in the United States, England, France, Germany, and Italy, and these were checked carefully for reviews of titles not found in *Bibliographie der Rezensionen*.¹⁴ Together these two sources were undoubtedly adequate for determining whether or not the great major-

ity of the titles were reviewed. A few more reviews might have been discovered by searching journals in fields related to political science, but this was considered unnecessary in view of the comprehensive character of *Bibliographie der Rezensionen*.

In all, reviews were found for 75 per cent of the books included in the check list. These are assumed to be the "important" titles in the analyses of library holdings which follow.

After compiling, classifying, and evaluating the check list, the next step was to determine the holdings of the libraries. The titles were searched first in the Official and Union Catalog of the University of Chicago, which contains cards representing the holdings of the University of Chicago libraries, cards contributed by such libraries as those of the University of Illinois and the University of Michigan, and the Library of Congress Depository set. Thus, while checking University of Chicago holdings, it was possible at the same time to verify entries and other bibliographical information and to secure classification numbers for many titles. The list was then checked against the catalogs of the other four Chicago libraries, including those of the Northwestern University Law and Commerce libraries, which are not represented in the main catalog at Evanston. Next, several hundred titles which were not found in any Chicago library or catalog were checked in the Library of Congress Union Catalog in an effort to verify bibliographical details and to supply classification numbers. Finally, the complete list was searched in the catalog of the New York Public Library.¹⁵

¹³ Leipzig: F. Dietrich, 1901-44.

¹⁴ The journals used as sources of reviews are listed in the complete report of this study.

¹⁵ The writer is indebted to Paul North Rice, chief of the Reference Department, for assuming complete responsibility for the checking of the New York Public Library holdings.

III. CHICAGO LIBRARY HOLDINGS

The first major question posed by this study concerns the problem of over-all library coverage. In its simplest form the question is: What proportion of the mass of current publications in the field of political science was acquired by the large libraries of the Chicago area? The answer which emerges from the present study is that slightly less than half of the books published in the field during 1937 were acquired through the combined efforts of these libraries. Of the 1,338 books in the check list, 621, or 46 per cent, were found in one or more of the Chicago libraries. The remaining 717 titles (54 per cent) were not held by any of them.

From a purely quantitative standpoint, this showing is certainly not impressive. If one assumes that the libraries were aiming at very broad coverage in the field, it is clear that their efforts were far from adequate. Just how well other library centers would do in the same field can be determined only by checking their holdings; probably none would acquire all or substantially all of the 1,338 publications. But that the New York City area would far surpass Chicago is apparent, for the New York Public Library alone acquired 67 per cent of the publications listed, or 21 per cent more than were acquired by the five Chicago libraries together.

Gross figures such as these, of course, completely ignore the question of quality. While the Chicago libraries acquired only 46 per cent of the mass of books, they may have acquired a much greater proportion of the "important" titles. In so far as reviews are a valid criterion of importance, however, the evidence does not support this conclusion. Of the 997 reviewed items, which are assumed to be the more important titles in the list,

they acquired only 53 per cent.¹⁶ This is only a slightly larger proportion than they acquired of the total list. The New York Public Library alone, on the other hand, obtained 76 per cent of the reviewed titles. These figures suggest that the Chicago libraries, as a group, are failing to secure a fairly large proportion of the worth-while current publications in political science.

Such is the picture of the libraries' holdings in broad outline. For a more detailed view it will be necessary to consider these holdings in terms of (1) countries of publication, (2) types of publication, and (3) subject areas.

Table 1 shows the number and proportion of titles published in each country which were acquired by the five libraries. Reference to this table shows at once that the libraries are by no means equally interested in the publications of all five countries. As might be expected, they obtained a relatively large share of the American publications. Books of English origin rank next in emphasis, but only 55 per cent of these were acquired. Much less interest was shown in the foreign-language titles. Of these, German titles were preferred to French, while Italian materials were comparatively neglected.

Of the current political science materials acquired by Chicago libraries, then, the great majority are books in the English language; and most of these were published in the United States. That American publications should be emphasized is not surprising, of course. But that so little attention should be given to works of foreign origin is noteworthy. Even if it is assumed that only a representative selection of such works is

¹⁶ Books found to be reviewed are so designated in the check list included in the complete report of this study.

needed in the Chicago area, it seems fair to say that this minimum requirement is not being met.

Comparison of the holdings of the Chicago libraries with those of the New York Public Library indicates that the New York City area is considerably

quired through the combined efforts of the Chicago institutions. While emphasizing books in English, the New York Public Library, unlike the Chicago libraries, did not neglect foreign-language materials.

Table 2 presents the number and per-

TABLE 1
CURRENT POLITICAL SCIENCE BOOKS ACQUIRED BY FIVE CHICAGO
LIBRARIES AND THE NEW YORK PUBLIC LIBRARY
BY COUNTRY OF PUBLICATION

Country of Publication	Total Books in Check List	No. Held by Chicago Libraries	No. Held by N.Y.P.L.	Per Cent Held by Chicago Libraries	Per Cent Held by N.Y.P.L.
United States.....	391	318	351	81.33	89.77
England.....	255	142	206	55.69	80.78
Germany.....	237	83	112	35.02	47.26
France.....	261	57	147	21.84	56.32
Italy.....	194	21	79	10.82	40.72

TABLE 2
CURRENT POLITICAL SCIENCE BOOKS ACQUIRED BY FIVE CHICAGO
LIBRARIES AND THE NEW YORK PUBLIC LIBRARY, BY TYPE

Type of Publication	Total Books in Check List	No. Held by Chicago Libraries	No. Held by N.Y.P.L.	Per Cent Held by Chicago Libraries	Per Cent Held by N.Y.P.L.
General Treatise...	11	7	7	63.64	63.64
Collection.....	56	31	43	55.36	76.79
Monograph.....	457	219	292	47.92	63.89
Textbook.....	165	78	71	47.27	43.03
Popularization.....	550	244	436	44.36	79.27
Reference Work....	99	42	46	42.42	46.46

better equipped with foreign-language materials. Table 1 shows that the New York Public Library alone acquired a far larger proportion of the foreign-language works than was acquired by all five Chicago libraries together. Specifically, this library obtained 12 per cent more of the German, 34 per cent more of the French, and 30 per cent more of the Italian publications than were ac-

centage of titles of each type acquired through the combined efforts of the five Chicago libraries. The first impression conveyed by these figures is that, in relation to the titles available in each category, the Chicago libraries did not obtain a large share of the books in any of the six types of publication. Their largest holdings, proportionately, were in the "General Treatise" category, where

they acquired 64 per cent of the items available. But considering the size of the category—only eleven books of this type are listed—and the nature of the titles, this is certainly not high. The "Collection" category, in which 55 per cent of the books are held, is likewise a small group. In each of the larger categories, fewer than half of the available titles were acquired.

While the extent of coverage is relatively limited in all categories, it is also noteworthy that the Chicago libraries gave almost equal emphasis to the four largest groups. While they were most interested, relatively, in "General Treatises" and "Collections," they showed no strong preference for any of the other four categories. The "Popularization," "Monograph," "Textbook," and "Reference Work" groups were given roughly equal attention in proportion to the number of titles contained in each.

In view of the nature and objectives of the Chicago libraries, the emphasis placed upon the different types of publication is somewhat surprising. Of these five libraries, four are interested primarily in serving students and research workers. One would expect such libraries as a group to show a relatively great interest in such scholarly materials as monographs, collections, general treatises, and reference books, somewhat less interest in textbooks, and relatively little interest in popularizations. Yet, as Table 2 shows, these libraries emphasized popularizations and textbooks to roughly the same extent as monographs and reference books. This is not to say, of course, that the popularizations and textbooks acquired are not valuable and useful books; perhaps all of them are. It is the amount of emphasis given to these materials that is of interest here.

To turn to the holdings of the New

York Public Library for comparison, it is evident that this library acquired a relatively large share of the books in several of the type groups. While the Chicago libraries secured as many as 64 per cent of the titles in only one category, the New York Public Library obtained 64 per cent or more in four categories. In two of the groups it acquired more than 75 per cent of the available publications. With respect to coverage, therefore, this library shows up fairly well in all but two type categories.

Like the Chicago libraries, the New York Public Library emphasized the "General Treatise" and "Collection" groups. But, unlike them, it showed a strong interest in the "Popularization" and "Monograph" categories as well. In these two categories the New York Public Library acquired 35 per cent and 16 per cent more titles, respectively, than the five Chicago libraries acquired together. Less attention was given by the New York Public Library to the "Reference Work" and "Textbook" groups. But only in the latter group did this library hold a smaller share of the titles than was held by the Chicago libraries.

This distribution of emphasis seems fairly consistent with the nature and objectives of a great general library serving both specialists and laymen. Of the books in the present list, its holdings of both scholarly and popular titles are impressively large. The library's policy of acquiring only major textbooks explains the relatively small representation of titles in this category.¹⁷

Subject matter is a third major characteristic of books which may be used to analyze library holdings of current publications. By showing to what extent various subdivisions of the field are represented by the library holdings, it will

¹⁷ New York Public Library, *op. cit.*, p. 146.

be possible to describe in another important respect what kind of political science books Chicago libraries are acquiring.

As stated above, the Library of Congress Classification Schedule J was accepted as a basic definition of the field of

group. From the figures in this table it is clear at once that the extent of coverage varies greatly from one subdivision to another. In three areas the libraries obtained more than 70 per cent of the titles available. In six areas, on the other hand, they acquired less than 40 per cent. In

TABLE 3
CURRENT POLITICAL SCIENCE BOOKS ACQUIRED BY FIVE CHICAGO LIBRARIES AND THE NEW YORK PUBLIC LIBRARY, BY SUBJECT

SUBJECT	No. OF BOOKS IN LIST	HELD BY CHICAGO LIBRARIES		HELD BY N.Y.P.L.	
		No.	Per Cent	No.	Per Cent
JL Constitutional History and Administration—British and Latin America.....	2	2	100.00	2	100.00
JA Political Biography.....	49	38	77.55	48	97.96
JK Political Science—General Works.....	15	11	73.33	11	73.33
JL Constitutional History and Administration—United States.....	81	55	67.90	63	77.78
J7 Church and State.....	20	12	60.00	17	85.00
J1 International Relations.....	181	107	59.12	148	81.77
J2 Political History.....	123	69	56.10	93	75.61
JF Constitutional History and Administration—General and Comparative.....	21	11	52.38	15	71.43
J8 Economic and Social Problems (History, Theory, and Present Conditions).....	79	40	50.63	63	79.75
JX International Law, Foreign Relations, Diplomacy, International Arbitration.....	182	90	49.45	108	59.34
JC Political Theory.....	84	35	41.67	53	63.10
JQ Constitutional History and Administration—Asia, Africa, Australia, Oceania.....	17	7	41.18	14	82.35
J3 Contemporary Political Problems.....	114	40	35.09	94	82.46
JS Local Government.....	60	21	35.09	22	36.67
J4 Colonies and Colonial Problems.....	41	14	34.15	34	82.93
JV Colonies and Colonization.....	62	18	29.03	34	54.84
JN Constitutional History and Administration—Europe.....	153	38	24.84	57	37.25
J6 Law—Legal and Administrative Problems.....	54	13	24.07	19	35.19

political science. This scheme divides the field into ten subdivisions. To these were added eight broad categories to accommodate related books which were classed outside Schedule J. In all, then, eighteen subdivisions of the field are represented in this analysis.

To what extent did the Chicago libraries acquire current books in these areas of political science? Table 3 shows the number and percentage of titles obtained in each area by the libraries as a

the remaining nine areas from 41 to 68 per cent of the books were held. If one assumes that acquisition of 70 per cent or more of the books is "extensive" coverage, from 40 to 69 per cent is "moderate" coverage, and less than 40 per cent is "slight" coverage, it may be said that the Chicago holdings represent "extensive" coverage in three areas, "moderate" coverage in nine areas, and "slight" coverage in six areas of the field.

The distribution of emphasis re-

vealed by these figures suggests something of a lack of focus in the book-selection policies of the Chicago libraries as a group. For if these policies were sharply defined, one would expect that certain areas of the field would be designated as "essential" areas. In these areas a large share (possibly 75 per cent or more) of the current publications would be acquired. In other areas which were considered less important, relatively few books would be bought. In other words, there would be fewer subfields in which coverage would be "moderate" and more in which coverage would be "extensive." Under present conditions, "extensive" coverage is achieved in only two or three areas of the field, while nine areas are covered to a "moderate" extent.

From the emphasis placed upon the various subdivisions, it appears that the Chicago libraries are primarily interested in political biography, general works in political science, and the constitutional history and administration of the United States.¹⁸ Their interest is relatively slight, on the other hand, in legal materials, European constitutional history and administration, colonial questions, local government, and contemporary political problems.

What explanation can be given for these variations in interest? Logically, one would expect the subjects emphasized by a library or group of libraries to reflect the objectives of the institutions concerned. But the objectives of the Chicago libraries have never been defined in terms of minor subdivisions of subject fields. Presumably, these libraries as a group are equally interested

in all areas of political science. At least, they are sufficiently interested to collect *some* materials in each of the eighteen subdivisions. But why are they so much more interested in some areas than in others? Library objectives, as now defined, give no clear answer to this question.

To some extent, the nature of the books available in the various subject areas may explain these differences in emphasis. Biographies are materials which contribute to a variety of library interests, and they are often in popular demand. Hence, libraries might be expected to acquire a large share of them. American readers are naturally more interested in the government of the United States than in foreign governments. This probably explains the relatively strong emphasis on the JK class ("Constitutional History and Administration—United States"). Many of the books in JN ("Constitutional History and Administration—Europe"), moreover, are in foreign languages, a type of material relatively neglected by Chicago libraries. This same factor may explain the poor representation of materials in Group 6 ("Law—Legal and Administrative Problems"). While the factors mentioned may account for some of the variations in library holdings, they do not, of course, justify them. What fields the libraries should emphasize depends ultimately upon the needs of their respective clienteles.

Table 3 also presents the holdings of the New York Public Library by subject. Here the pattern of coverage is strikingly different from that of the Chicago libraries. While the latter showed "extensive" coverage in only three subject areas, the New York Public Library acquired more than 70 per cent of the books in no less than twelve subfields. In only three areas, on the other hand,

¹⁸ The fact that class JL ("Constitutional History and Administration—British America and Latin America") contains only two titles makes the holdings in this area unreliable as a gauge of library interest.

were less than 40 per cent of the books obtained.

This distribution of emphasis suggests a much clearer definition of objectives than is apparent in the combined holdings of the five Chicago libraries. In the areas in which it is primarily interested, the New York Public Library has "extensive" holdings of current materials; in other areas it buys relatively few books. The number of subfields in which only "moderate" coverage is achieved is limited to three.

Like the Chicago libraries, the New York Public Library showed relatively

TABLE 4
CURRENT POLITICAL SCIENCE BOOKS
ACQUIRED BY EACH OF FIVE
CHICAGO LIBRARIES

Library	No. of Books Acquired	Per Cent of Total Check List
University of Chicago.....	515	38.49
Northwestern University.....	336	25.11
Newberry.....	206	15.40
Chicago Public.....	165	12.33
John Crerar.....	70	5.23

strong interest in political biography, general works in political science, the constitutional history and administration of the United States, and questions of church and state. Agreement is also apparent in the areas receiving least emphasis: law, European constitutional history and administration, and local government. In other subfields, however, the Chicago and New York holdings differ widely. Groups 3 ("Contemporary Political Problems") and 4 ("Colonies and Colonial Problems") were covered extensively by the New York Public Library, but the Chicago libraries gave them little attention. Apart from the preferences shown by the libraries, however, the striking fact stands out that in all but two of the

eighteen subfields the New York Public Library alone acquired a larger share of the books than was acquired by the five Chicago libraries together.

Thus far, attention has been focused upon the combined holdings of the five Chicago libraries taken as a group. This approach, which looks at library resources from the viewpoint of the community as a whole, is of primary interest in the present study. But the combined holdings of the Chicago libraries are obviously no more than the pooled acquisitions of five individual institutions. Each of these libraries, by acquiring materials to meet the needs of its particular clientele, makes a distinctive contribution to the book resources of the group. Analysis of the holdings of each library, therefore, is essential to an understanding of the strength and weakness of their combined resources.

Table 4 shows the five libraries ranked according to the number of titles held. Reference to this table shows at once that none of the libraries acquired a large share of the 1,338 check-list publications. This was to be expected, of course, from the statistics presented above, which showed that the five libraries as a group attained only moderately extensive coverage of the available titles. In view of the fact that the libraries together acquired only 46 per cent of the 1,338 check-list items, it is perhaps surprising that one library alone should have obtained as many as 38 per cent.

While the two university libraries are easily pre-eminent, it is interesting that the University of Chicago obtained a somewhat larger proportion of the titles than Northwestern. Of the three public libraries, Newberry is strongest in current materials, but its holdings exceed those of the Chicago Public by only 3 per cent. John Crerar, one must conclude

from these figures, still retains some interest in current political science publications; but, compared with the other large Chicago libraries, it has by far the weakest collection in the field.

IV. THE PATTERN OF DISTRIBUTION

Closely related to the problem of coverage, and likewise of major importance in the present study, is the question of the distribution of holdings. Of all the titles acquired through the combined efforts of the libraries, how many were held by one library only and how many were duplicated? Of those duplicated, how many were acquired by two, three, four, and all five of the libraries? In short, what is the pattern of distribution?

The most concise answer which can be given to the above question is that the duplication of titles is fairly heavy. Of the 621 books acquired by the five Chicago libraries together, 59 per cent are in two or more libraries, 31 per cent are in three or more, 13 per cent are in four or more, and 3 per cent are in all five libraries. Forty-one per cent of the books, on the other hand, are not duplicated.

Duplication in itself, of course, is not necessarily undesirable. A considerable amount of it, indeed, is probably essential, even within a small geographical area, if readers' needs are to be met promptly and effectively. But heavy duplication may prevent adequate coverage of a subject field. If a group of libraries has a limited amount of money for books in a particular field, it is logical to suppose that the larger the number of titles duplicated, the smaller will be the number of *different* titles which can be acquired. Extensive duplication and extensive coverage, in short, are not likely to go together. In an area where coverage is extensive, considerable duplication

may be admissible. But where coverage is inadequate, heavy duplication may well be regarded as an unwarranted luxury.

Closer examination of the duplicated holdings reveals the following facts:

1. English-language publications make up the bulk of the duplicated titles in all categories. Of a total of 366 books held by two or more of the libraries, 331, or 90 per cent, were published in England and the United States. No less than 238, or 65 per cent, are American publications.

2. Very few foreign-language books were duplicated. Of the 692 check-list titles published in France, Germany, and Italy, only 35, or 5 per cent, were held by two or more of the libraries. Most of the duplicated foreign-language works, moreover, were held by only two of the five libraries.

3. Duplication was much greater, proportionately, in some areas of political science than in others. It was especially heavy in JK ("Constitutional History and Administration—United States"), JX ("International Law, etc."), Group 1 ("International Relations"), Group 2 ("Political History"), Group 5 ("Political Biography"), and Group 8 ("Economic and Social Problems [Theory, History, and Present Conditions]").

4. A very large share of the holdings of each of the five libraries consisted of duplicated titles. The proportions were as follows: University of Chicago, 66 per cent; Northwestern University, 86 per cent; Chicago Public Library, 90 per cent; Newberry, 91 per cent; and John Crerar, 94 per cent. Only the University of Chicago held a fairly large number of unique titles.

5. A number of the most widely held books were received by one or more of the libraries through gift or exchange. Others were publications in series for which some of the libraries had standing orders.

While the amount of duplication seems fairly heavy in proportion to the extent of coverage in all six type categories, in only three groups—"Monographs," "Collections," and "Reference Works"—does there appear to be any opportunity of reducing the number of duplicated titles. Important books on topics of gen-

eral interest must, of course, be widely represented. Little justification can be found, however, for the heavy duplication of highly specialized works, titles used only infrequently (many foreign publications, for example), and books of secondary importance. Although the number of duplicated titles is not large in any of the six categories, it should be remembered that the check list used in this study represents only one of many subject fields and includes only certain types of material published during one year in a small group of countries. The amount of duplication revealed in this one field may appear relatively insignificant; but, considered in relation to all fields and to all available publications, duplication becomes a problem of major proportions.

On the assumption that more extensive coverage of current publications is a desirable objective, it is interesting to speculate on the extent to which coverage could be broadened simply by reducing the amount of duplication. Some indication of the possibilities involved here may be seen by considering the monographs acquired in terms of individual books or copies rather than in terms of titles. It has been mentioned above that the five Chicago libraries together acquired 219 of the 457 monographs in the check list. Of these, 100 were held by one library, 60 by two libraries, 30 by three libraries, 21 by four libraries, and 8 by all five libraries. By counting the number of times each title is represented, one finds that these 219 titles account for no less than 434 copies. This means that the libraries as a group obtained an average of about two copies of every monograph they held. To be exact, the ratio of copies to titles is 1.98:1.

If, by means of careful integration of book selection and service, the five Chicago libraries were able to reduce the

copy-title ratio from 1.98:1 to, say, 1.75:1, they would be making a substantial reduction in the amount of duplication. At this ratio, for example, they would have acquired only 383 copies of the 219 monographs held, or 51 fewer copies than they actually acquired. If, instead of these 51 duplicate copies, the libraries had purchased one copy of each of 51 new titles not already held, they would have increased their coverage from 47 per cent to 59 per cent of the total monographs in the check list. This increase, theoretically, would have been realized without any greater financial outlay than was originally required for the duplicated copies. Actual reductions in duplications could be made, of course, only after careful consideration of particular titles and of the needs of the individual libraries.

For reducing the duplication of political science materials in the Chicago area the University of Chicago, Northwestern, and Newberry must probably bear the major responsibility. These libraries are now acquiring a fairly large number of titles of all types in this field, and presumably they will continue to do so. Through careful planning of book selection they should be able to broaden the scope of their combined resources without impairing their services to their own clienteles. The Chicago Public Library should certainly take cognizance of any collaboration on the part of these three libraries, but its participation in an agreement will be limited by its responsibility to provide books of all types for circulating purposes even though they are already held by other large libraries in the community.

V. GAPS IN THE LIBRARY HOLDINGS

Under the heading of gaps or omissions in the holdings of the Chicago libraries two questions are pertinent: (1)

What kinds of books were not held by the libraries? and (2) How important are these books? In other words, how serious are the gaps in the library holdings?

The nature of the titles not acquired may be described in terms of country of publication and of subject matter. Most of them, clearly, were foreign-language publications. Of the 717 books not represented in the area, 531, or 74 per cent, were published in France, Germany, and Italy. With respect to subject, a large share of the titles were concerned with certain areas of the field to which the Chicago libraries gave relatively little emphasis. The most conspicuous areas of omission were JC ("Political Theory"), JN ("Constitutional History and Administration—Europe"), JS ("Local Government"), JV ("Colonies and Colonization"), JX ("International Law, etc."), and Group 6 ("Law—Legal and Administrative Problems"). Of a total of 595 books in these six fields, the libraries did not acquire 380, or 64 per cent.

How serious are these gaps in the library collections? The answer to this question depends upon the value of the various types of publication to library users in the Chicago area and upon the importance of the particular titles which were not acquired. Monographs, for example, are a type of material on which scholars depend heavily. Individual titles however, vary considerably in their importance. Perhaps the Chicago libraries acquired the best of the year's output of all types of publication. Even so, however, it is clear that they did not obtain all or nearly all of the interesting and worth-while titles which were available.

Book reviews and the holdings of other research libraries supply some evidence as to the importance of the titles not acquired. Judged on the basis of reviews, a large share of these books are titles of

scholarly interest. Nearly two-thirds of them received comment in one or more reviewing mediums. In so far as library holdings are a valid index of importance, an even larger share of these titles may be regarded as worth-while publications. No less than 74 per cent of the 717 books were held by at least one American scholarly library. Fifty per cent of them were held by the New York Public Library alone.¹⁹

Just how many of these 717 titles should be represented in the Chicago area it is manifestly impossible to say. Probably no group either of librarians or of political scientists would agree on this question. What seems reasonably clear, however, is that *some* valuable books of each type were not acquired. On the basis of conservative estimates it seems fair to say that the Chicago libraries should have obtained about 136 titles, or roughly 20 per cent, of the 717 books which they did not acquire.²⁰ Of these 136 titles, 60 are monographs, 12 are collected works, 15 are textbooks, 4 are general treatises, 15 are reference books, and 30 are popularizations. An arrearage of 136 important titles in one field for a single year is a substantial omission in a major library center. Similar omissions, extending over even a few years, would obviously result in very considerable gaps in the holdings of the Chicago libraries.

VI. SUMMARY

This study is concerned with the accessibility and distribution of current political science books in the large li-

¹⁹ Information about the New York Public Library's holdings was obtained by checking the catalog of the Reference Department. The holdings of other libraries were ascertained through the Library of Congress Union Catalog.

²⁰ For a list of these and other titles not acquired by the Chicago libraries see chap. viii of the complete report of this investigation.

braries of the Chicago area. It attempts to answer three broad questions: (1) To what extent did the Chicago libraries, taken as a group, acquire books published during 1937 in France, Germany, Italy, England, and the United States in the field of political science? (2) How much duplication was there among the titles which they acquired? (3) What kinds of titles were not obtained by the libraries and how serious are the gaps in their holdings?

The answers to these questions presented in this study were obtained through the use of a comprehensive check list of 1,338 political science books. This check list, consisting chiefly of publications in the regular book trade, was constructed from titles listed in the leading political science journals and national bibliographies of the five countries. Once the list was compiled, the books were classified by type or form, by country of publication, and by minor subject. By checking this list against the catalogs of the Chicago libraries, it was then possible to describe the extent and nature of the libraries' coverage, duplication, and omission in terms of each of these characteristics. For determining the importance of the titles not acquired by the libraries, two rough criteria of quality were employed: book reviews and the holdings of other American libraries. The holdings of one outstanding scholarly library—the New York Public Library—are cited for comparative purposes throughout the study.

With respect to coverage, the study shows that the Chicago libraries' acquisitions of current political science books were only moderately extensive. Of a total of 1,338 publications in the check list, the libraries acquired 46 per cent. While they obtained a large share (71 per cent) of the English-language

titles, their coverage of foreign-language works was relatively slight (23 per cent). Although their holdings were not extensive in any of the six type categories represented in the check list, the libraries gave approximately as much emphasis to textbooks (47 per cent) and to popularizations (44 per cent) as they gave to scholarly monographs (48 per cent). The extent of coverage varied considerably from one subfield of political science to another. In three areas the libraries obtained 70 per cent or more of the check-list titles, in nine areas from 40 per cent to 69 per cent, and in six areas less than 40 per cent. Fields receiving most emphasis were political biography and American government; least interest was shown in legal and administrative problems, colonies and colonization, and European government. While none of the Chicago libraries obtained a large share of the check-list titles, the University of Chicago was easily the strongest of the group and John Crerar the weakest. The former held 38 per cent and the latter 5 per cent of the total check list. Northwestern ranked second with 25 per cent, Newberry third with 15 per cent, and the Chicago Public Library fourth with 12 per cent.

In proportion to the number of titles held there was fairly heavy duplication in the combined holdings of the Chicago libraries. Of 621 books acquired, 59 per cent were held by two or more of the libraries, 31 per cent by three or more, 13 per cent by four or more, and 3 per cent by all five. Ninety per cent of the duplicated titles were published in England and the United States. Much of this duplication can be justified on the basis of individual library needs. In only three categories—"Monographs," "Collections," and "Reference Works"—does there appear to be any opportunity of

reducing the number of duplicated titles. The University of Chicago, Northwestern, and Newberry must bear the major responsibility for any future reduction of duplication in this field.

Viewed broadly in terms of the number of titles not represented in the area, the gaps in the library holdings are substantial. In all, 717 books, or 54 per cent of the check list, were not acquired by any of the libraries. Three-fourths of these books were published in France, Germany, and Italy. In so far as book reviews are a valid criterion, many of these titles are works of scholarly interest; 64 per cent of them were reviewed by one or more journals. Judged by the holdings of other libraries, an even larger number of these titles are of interest to serious readers; no less than 74 per cent of the books not held by the Chicago libraries were acquired by at least one American research library. Fifty per cent of them were obtained by the New York Public Library alone.

VII. IMPLICATIONS

Although it leaves important questions unanswered, this study shows clearly that in the field of political science the Chicago libraries' coverage of current publications is far from complete. While the libraries acquired a large share of the American and English titles and some of the more important works in foreign languages, their holdings of foreign books are relatively small and their coverage of some areas of the field is very slight, even among monographs and other scholarly types of publication. In short, it is probably fair to say that the libraries acquired many of the outstanding books needed to meet current demands, but they did not acquire a large number of less-known titles which, though not outstanding contributions to

scholarship, are necessary to support broad research and to provide reasonably full documentation in the field.

It is not easy to visualize gaps in library holdings, and it is even more difficult to estimate their long-term importance for research. This study, however, has provided a detailed description of some of the omissions in the Chicago libraries' holdings of political science books and has shown, in terms of titles not acquired, that these gaps are fairly serious. The number of books involved in this analysis, however, was small. Compared with the thousands of titles acquired by the Chicago libraries annually, the fact that they failed to obtain an estimated 136 worth-while books published in five countries during 1937 in the field of political science seems relatively insignificant.

Extended over a period of time, however, this arrearage takes on somewhat greater importance. Assuming that the Chicago libraries fail to acquire an equal number of important political science titles annually over a period of years, one can readily see that the accumulated arrearage is impressive. In five years it would amount to 680 titles, in ten years to 1,360 titles, and by the end of twenty-five years it would have reached 3,400 titles. These figures represent important books in the field of political science alone. Moreover, they are books published in only five countries—the countries from which these libraries undoubtedly obtained the largest share of their holdings in the field. The number of books published in other foreign countries which were not acquired by the Chicago libraries is probably large.

Projected to other fields, the gaps in the combined holdings of the Chicago libraries appear even more serious. The 136 important titles not acquired by the

libraries represent approximately 10 per cent of the total number of political science books published in the five countries during 1937. (This total, it will be recalled, is 1,338—the number of books in the check list.) If one assumes that the Chicago libraries' coverage of *all other* fields was about the same, on the average, as their coverage of political science, one can easily estimate the libraries' arrearage of important books published in the United States, England, France, Germany, and Italy in 1937 in all fields. Estimated conservatively, the total output of new books and new editions in these five countries during 1937 was 50,000 titles.²² If 10 per cent of this total can be taken to represent important books not acquired by the Chicago libraries, it may be said that the libraries' arrearage of books published in these five countries during 1937 in all fields amounted to approximately 5,000 titles.

An annual arrearage of 5,000 important titles is obviously one of considerable proportions.²³ Admittedly, this is a rough estimate, but it seems, on the basis of the present study, to be fairly conservative. Over a five-year period an arrearage of this magnitude would amount to 25,000 titles and in twenty-five years it would reach 125,000. This figure, it must be remembered, represents the publications of only five countries. In terms of the *world output* of current book-trade

²² This excludes pamphlets, musical compositions, etc. For statistics on book production during 1937 in the major countries, see *Le Droit d'auteur*, LI (1938), 137-48; LII (1939), 31-34, 37-39, 50-56.

²³ It should be emphasized that this is not the total number of books not acquired but only the arrearage of the more important or worth-while publications. The libraries' *total* arrearage in all fields, on the basis of their coverage in political science, would be about 27,000 titles of the 50,000 published during 1937 in the five countries. It is not assumed, of course, that the Chicago libraries should have acquired all these titles.

publications, the arrearage would be considerably greater.

If these estimates have any meaning for the future, it seems fair to say that they point to the need for a larger measure of planning and co-ordination in building up the book collections of the Chicago area. This idea is by no means new, but the present study supplies fresh evidence to support it. Only by means of systematic planning and organization will it be possible for the Chicago libraries to cope successfully with the world output of current books in all fields. This study, therefore, concludes with a number of suggestions looking toward the development of a broad program of co-ordinated acquisition by the libraries of the Chicago area.²⁴

Clarification of library objectives is probably the primary requisite for a successful program of co-ordinated acquisition. Accordingly, the Chicago libraries should first formulate a clear statement of what they are trying to do. This statement of aims should apply both to the individual libraries and to the community as a whole. Each library should define its own objectives, and the libraries together should then formulate over-all objectives for the area. The latter will be based, of course, upon the needs, present and future, of the whole Chicago area, just as individual library objectives are derived from the peculiar needs of each library's clientele. In defining their broad objectives for the region, each library

²⁴ A clear statement of the need for library planning in the Chicago area, together with an outline of the essential elements in a program of library co-operation, may be found in Joeckel and Carnovsky, *op. cit.*, chap. xv, and Carleton B. Joeckel, "A 'Little Capital' for Libraries in Chicago," *Library Quarterly*, VI (July, 1936), 221-36. The writer is indebted to both of these sources for several of the suggestions presented in this chapter. Cf. also Bibliographical Planning Committee of Philadelphia, *op. cit.*, pp. 45-50.

will be called upon to some extent to reconcile its individual aims with the larger purposes of the group.

With respect to the library objectives for the Chicago area as a whole it seems reasonable to suggest that the libraries should adopt a boldly aggressive viewpoint. The Chicago area is a large and growing center of scholarly activity. For the support of present and future research great libraries are essential. If these libraries are to be fully adequate, they must build up extensive collections of printed materials. Their resources must be sufficient to meet ordinary current demands, but they must also be able to satisfy the scholar's occasional requests for out-of-the-way material. They must acquire not only outstanding books by prominent authorities but also many works of less-known writers. In short, the combined holdings of the Chicago libraries should probably contain a large share of the world output of current books of scholarly interest in many fields. The libraries would certainly not want—nor could they ever acquire—the entire world's output of current books; but, in view of the size of the total, the acquisition of even the most important titles would be a considerable undertaking.

The formulation of objectives for the future should be accompanied by a concerted effort on the part of the Chicago libraries to describe and evaluate their existing resources. What the libraries are doing now and what they can hope to do in the future will depend very largely upon their present equipment. A comprehensive survey of local collections to determine the extent and nature of their holdings in all important fields is a major prerequisite for the development of a co-ordinated acquisition program. Such a survey should prove especially useful in revealing the presence of gaps and dupli-

cation in the combined library resources. By showing the results of past efforts at co-ordination, it would indicate the direction which future efforts should take.

After defining their objectives and taking stock of their resources, the libraries should devise appropriate methods for realizing their goals. This means, among other things, that they should extend and perfect their existing specialization agreements to the end of increasing coverage, eliminating needless duplication, and filling serious gaps in their combined holdings. The agreements already in existence are important beginnings. They should be modified, however, in at least three respects. First, they should include all important libraries in the area which recognize an obligation to serve serious readers. Agreements covering political science, for example, should take in such libraries as the Joint Reference Library of the Public Administration Clearing House, the Library of International Relations, and the library of the Chicago Law Institute, as well as the large public and university libraries represented in this study. Second, the agreements should be sufficiently detailed to serve as a guide to book selection in the minor subdivisions of broad fields. Moreover, they should be precise enough to recognize distinctions of type and country as well as those of subject matter in the literature of all fields. And, finally, the agreements should provide for the continual re-examination of book-selection policies and for the consultation on individual purchases which are necessary to keep them alive and flexible.

This last point suggests the need for some kind of central agency to oversee the planning and operation of the agreements. The initial work of setting up the program of co-ordinated acquisition

should probably be undertaken by the Chicago Metropolitan Library Council. For the oversight of the program in its day-to-day operation and for the bibliographical work incidental to the clearing of book orders, some other agency is required. It may be that a regional library information center, such as that suggested for the Chicago area by Joeckel and Carnovsky,²⁵ could discharge these functions most appropriately.

Finally, there appears to be a definite need for improved methods of selecting foreign books for Chicago libraries. Undoubtedly, one reason for the poor representation of French, German, and Italian titles in the area is the lack of prompt and reliable information about important new books published in these countries. As a solution of this problem, Waples has suggested the exchange among large libraries in various countries of critical reports on the current literature of each nation in the major subject fields or, as a more modest effort, the circulation of classified lists of the accessions of these libraries.²⁶ This scheme would make available to American libraries the expert judgment of foreign librarians on current

foreign-language titles. Such a plan appears worthy of serious consideration by the large libraries of the Chicago area in co-operation with other research libraries in this country.

In conclusion, it should be noted that co-ordinated acquisition is just one of several methods of improving library resources and service through co-operative effort. Other possibilities, such as co-operative cataloging, the development of one or more union catalogs, and the improvement of interlibrary loan services, are no less important, and they deserve careful consideration. These devices however, are all means of increasing the usefulness of existing library holdings. Specialization agreements provide the only method by which libraries can keep abreast of the present and future world output of important publications. Such agreements have already contributed much toward strengthening and diversifying the library resources of Chicago. Their further development is a *sine qua non* of a rational acquisition program for this area.

²⁵ *Op. cit.*, p. 411.

²⁶ Douglas Waples and Harold D. Lasswell, *National Libraries and Foreign Scholarship* (Chicago: University of Chicago Press, 1936), pp. 13-14.

SOME PROBLEMS OF SOVIET LIBRARIANSHIP AS REFLECTED IN RUSSIAN LIBRARY PERIODICALS

NATHALIE DELOUGAZ

THE problems confronting the Russian librarian are so manifold and so extensive that to survey them is beyond the scope of a short paper. First, there are the problems that are common to the librarians of all civilized countries. Second, there are specific Russian problems rooted in the history of the country, its tremendous size, its multifarious population, and, more significantly, its present political regime. Finally, there are the stupendous problems created by the present war: the destruction of a great number of libraries or their looting by the enemy, the disruption of organization, even in the interior, due to the reduction of the number of trained librarians, and the perplexing problems deriving from mass shifts of population during, and presumably also after, the war.

Problems in the first category may be traced through certain types of Russian library literature, such as monographs devoted to a detailed study of large urban libraries (chiefly those of Moscow, Leningrad, and Odessa), numerous specialized works published by the bibliographical sections of the larger libraries, and surveys, reports, and other similar material. This paper does not deal with these general questions.

The problems created by the war are to some extent also problems shared by Russia with other European countries. While one can imagine them in general terms, we have at present no reliable detailed information regarding them or regarding any specific Russian plans to

meet them. Presumably Russia, like other countries which have suffered in this respect, will depend largely on the United States and its resources and methods to meet these emergencies.

It should be made clear from the outset that the present study does not cover the entire field of Russian librarianship but is limited only to the problems of small-town and rural libraries—the typically Russian, "normal" peacetime problems which have faced Russian librarians from the revolution of 1917 to the outbreak of the present war. Being based entirely on literary sources, this paper naturally lacks the authority of direct information which only an erudite Russian librarian, or an interested visitor to Russia who made a thorough study of library problems on the spot, could provide.

The most valuable material for the study was found in Russian library periodicals, which are largely devoted to the needs, achievements, and failures of the popular, so-called "mass" library. Their value for the purpose of this study is enhanced by the fact that they are chiefly intended for Russian librarians, so that their contributors do not hesitate to point out the defects in the system and to suggest remedies and solutions. Through them one can obtain a fair idea of the achievements up to the outbreak of war, as well as of what still remained to be done in the field of popular reading.

The basis of the present study is the material published in the *Krasnyi bibliotekar'* ("Red Librarian") from its incep-

tion in 1924 up to 1940. Additional information on the early revolutionary period was obtained from the *Sbornik statei po bibliotechnoi rabote*, edited during her lifetime by Nadezhda Konstantinovna Krupskaia,¹ and a few items from *Sovetskaiia bibliografiia*. More than seven hundred articles of *Krasnyi bibliotekar'* have been scrutinized and their contents analyzed and tabulated, and the general conclusions drawn from this analysis are presented in this paper.

Some interesting conclusions may be drawn even from an examination of the list of contributors. Apart from the regular contributors, who are, as in most professional journals, members of the editorial staff and other professional librarians throughout the country, there is a surprising amount of participation by nonlibrarians: educators, technicians, agronomists, even industrial and agricultural workers. It would seem that in Soviet Russia many a layman takes interest in the public library as the natural and indispensable complement of his general and technical educational institutions and feels free to express his views in print in the library periodicals.

Roughly speaking, the material under consideration may be divided into two main groups, one pertaining to the function of the library, the other to its internal aspects. Thus, in the first group, one finds articles on the role of the library as an instrument of political propaganda (by far the most popular topic), on rural library service, on work with children, on the role of libraries in adult and professional education, on libraries for national minorities (i.e., the various ethnic non-Russian-speaking groups

within the Soviet republic), on library service in factories and plants, on anti-religious propaganda, on reading aloud to groups of illiterates, on circulating libraries and librarians, on education for librarianship, and on many other topics of minor importance. In the second group are included articles on cataloging and classification, on reference work, on measurement in library service, on book selection, and on various other internal questions. A gross count of the articles in each of the two groups suggested that the material was divided nearly equally between the two categories (46.8 per cent as against 53.2 per cent). However, a closer examination of the distribution in different years showed that during the period there was a definite shift of emphasis from internal library techniques to the functional aspect of the library (e.g., in 1927 there were sixty-four articles in the functional category as against eighty-four in the technical; in 1939 there were sixty-two in the functional as against eighteen in the technical).

The analysis of the contents brought out yet another phenomenon. While some subjects are fairly regularly distributed among the various issues, which indicates that they are of permanent interest to Russian library workers, others appear sporadically or are concentrated within short periods only and may be best explained as having been brought about by some external factors. Some of these irregularities may, of course, be due to the fact that not all aspects of Soviet librarianship were crystallized into definite forms or trends during the pre-war period and that various experiments were being undertaken with varying degrees of success.

Occasionally, the external factors which influenced the contents of the periodical under discussion were not

¹ Widow of V. I. Lenin and one of the most colorful personalities of the early revolutionary group, N. K. Krupskaia served as People's Commissar for Education until her death in 1939.

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very difficult to detect. Thus, the sudden appearance of no less than thirty-one articles dealing with "library campaigns" in the 1930 volume can be easily understood if one knows that in the previous year the Commissariat for Education had issued a series of decrees recommending promotion of library service by means of organized library campaigns. Similarly, a decree issued by the Central Committee of the Communist party in 1929, recommending the creation of larger units of library service and a country-wide network of libraries, is obviously responsible for the twenty-six articles on this subject published in the 1930 volume, since no articles on this subject appeared before or after. In a somewhat different category are the articles on library schools in the 1930-31 issues. In this connection one may recall that Miss Harriet G. Eddy went to Russia in December, 1930, following Anna Kravchenko's visit to the United States, to help promote a new system of library training.² It is very likely that her presence contributed to the development of training centers and correspondence courses. However, it would be erroneous to assume that this was a subject of merely ephemeral interest to Russian librarianship, for articles on the same subject, though considerably less numerous, appeared in subsequent issues. Moreover, it is not confined to these articles alone, for the question of education for librarianship is often dealt with in articles devoted to general problems of library development.

The above examples should suffice to indicate that an intimate knowledge not only of major political events but even of such minor happenings as a foreigner's

visit is occasionally needed to interpret correctly some of the evidence. Interesting as such interpretations of the variations in subject matter may be from the point of view of librarianship, as well as in terms of a general picture of conditions in Russia, it is of greater value for our purpose to consider the more frequently recurring subjects, with emphasis on the less familiar, more peculiarly Russian problems.

The subjects which seem to be of permanent interest to Russian librarians and which occur regularly in nearly all issues, though in varying numbers, are those dealing with the political role of the library, with its role in rural areas and in children's and adults' education, and with national minorities' libraries and factory libraries. The most important of these is undoubtedly the educational role of the library in general, and more particularly the part it plays in the promotion of the official political doctrine. Apart from the articles devoted solely to this subject (a good 10 per cent), nearly all articles dealing with library functions in general reflect the conviction that one of the chief functions of the library is political education. In this connection, one should notice that in Russia library service is, indeed, part of the activities of the People's Commissariat for Education,³ which is directly responsible for the organization and promotion of library service throughout the country. In other words, in Russia the library is a national, not a local, concern, differing in that respect from the generally predominant American concept and practice. In the second place, the library is intimately tied up with public education, and more particularly with the political education of the adult masses.

² Harriet G. Eddy, "Beginnings of United Library Service in U.S.S.R.," *Library Journal*, LVII (1932), 61-67.

³ *Narodnyi komissariat prosveshcheniya*, abbreviated "Narkompros."

Consequently, political conditions are a major factor in the organization and work of the library in Russia. This fact explains the conspicuous absence of material on the "philosophy" of librarianship as we understand it in this country, for it is taken for granted that the library, as an institution of learning, is of necessity a strong political instrument.⁴

Next to political education, the library is relied upon to perform a major role in general educational work, the need for which has been and still is tremendous. The beginning of the new era in Russian history was characterized by an intensive campaign for the "liquidation of illiteracy," for the builders of the new order found themselves facing millions of people who had been kept at the lowest cultural level under the czarist regime and whose lack of the most elementary education was a national menace. One may or may not agree with the ideology and program of the new regime; one point, however, is clear: its leaders fully grasped the momentous importance of having an educated population, and no efforts were spared to reach that goal. More and more schools were opened throughout the country; evening classes were organized for adults, as well as complementary educational courses on the job; and libraries, reading circles, clubs, popular theaters, educational movies—in a word, all the educational means that could be procured—were employed to combat, and ultimately to eliminate, illiteracy. It goes without saying that the task was too tremendous to be achieved in such a short period of time. Therefore, one must keep in mind that even now a very large majority of readers consist of

the first generation of literate workers and peasants and that the percentage of illiteracy is still very great, particularly in rural areas and especially among women. This explains the importance given in library literature to the problem of reading aloud to groups. Indeed, there is hardly an article devoted to general problems of cultural development through the channel of rural or factory libraries that does not mention this indispensable, peculiarly Russian institution. Since it is a problem hard to imagine in this country, a few words of explanation may be appropriate. Definite qualifications are required from the reader, some paralleling those of a good radio announcer—expressive diction, good voice, etc. But, in addition, he must have an understanding of the material read and ability to conduct a discussion upon topics touched during the reading. In practice, it works out so that most villages have their own public readers who perform regularly. Since the librarian who supplies the books for these public readings is not free, as a rule, to attend them in order to conduct the discussions and exchange of opinions in an orderly way, he is responsible for the coaching of the public reader, especially in matters of political science and economics. One frequently comes across complaints on the inadequacy of the public readers. But, whether good or bad, public reading is still very useful in many communities with a high percentage of illiteracy. Its function will undoubtedly decline as the problem of illiteracy becomes less acute.

Illiteracy, however, is but the first phase of Russia's mass education problem. When one has learned to read, he still faces the problem of what to read. While it is taken for granted that the library exists "to disseminate knowledge and foster enlightenment," it seems natu-

⁴ This point of view was repeatedly affirmed by no less a person than Lenin himself in articles and speeches (quoted by N. K. Krupskaia in many of her articles published in *Krasnyi bibliotekar'*) and by N. K. Krupskaia herself in many instances.

ral to us to inquire somewhat deeper into the real problems behind such generalities. What kind of knowledge? What is enlightenment? Is there such a thing as an objective truth? The Soviet librarian, as a rule, is not troubled with such queries. He has but one answer: it must be the "right" knowledge—that is, right in terms of what is considered good for the people; in other words, not contradictory to Communist ideology. Alternatives such as often confront us—whether the librarian should assume a definite leadership in his community or should stand aside and let the people themselves decide on what reading is good for them—do not confront the Soviet librarian. It is part of his duty to be the leader of the small community, the educated man to whom literate and illiterate may equally look for guidance. (In a way, he has taken over some of the functions assumed by the clergy in pre-revolution times.) In case of doubt, he has a very definite guide: all that is approved by the party as contributing to the enlightenment of the people is good reading and must be given to the readers; if they do not take it willingly, they should be persuaded to do so. Books that are ideologically out of date, or in opposition to the latest form of the prevalent doctrine, should by no means be circulated. In one of her leading articles on library work, N. K. Krupskaya says:

Some people hold that an adult person should be free to choose his own reading, that he needs no guidance, and that he is able to select what he needs and to reject the useless. We cannot agree with this opinion. He who has sight must help the blind. If a man, through ignorance, wants to take poison, it is our duty to prevent him from doing so. . . . Those who have had the benefit of better education must help out their less fortunate comrades, but in order to do so they must all stand on the same side of the fence in the class struggle and share the same vital interests.⁵

A point of view not greatly different in principle is expressed by M. Steinhaus in an article on American libraries.⁶ Having described the nonpartisan attitude of the American public library with regard to political systems, the author goes on to say:

Thus communism, socialism, and abhorred fascism are all placed on the same level, and the reader is left in the dark as to what is good or bad. . . . The librarian persists in his neutral attitude; he does not take sides. . . . All American libraries suffer from the same harmful nonpartisan approach to vital problems.

And he concludes the article by saying:

We [i.e., Russians] are not "apolitical" and "neutral" like American librarians. We have a definite aim—that of educating our children, adolescents, and adults in the spirit of communism. Our libraries are the instrument that will enable us to reach this goal.

These aims, stated in no uncertain terms by practically all the writers on the subject, naturally determine the book-selection problem in Russian popular libraries. In order to educate his public, the librarian must, first, provide the right books and, second, see to it that no "harmful" books get into the readers' hands. Selecting suitable literature thus becomes a tremendously important function. The first choice is, of course, treatises on Marxist ideology, Lenin's works, and other "fundamental" books; next come books necessary for the general education of adults and children; and, last of all, belles-lettres. In a detailed article devoted to book selection for small public libraries, P. Gurov⁷ outlines the basic principles to follow in the acquisition of books and periodicals, so as to cover (1) basic social and political prob-

⁵ *Sbornik statei*, II, 10.

⁶ "Kak amerikanskie biblioteki privlekaût chitateliia," *Krasnyi bibliotekar'*, 1939, No. 9, pp. 57-59.

⁷ "Komplektovanie," *Krasnyi bibliotekar'*, 1930, No. 1, pp. 22-29.

lems of the class struggle and Communist ideology, (2) specific demands resulting from local conditions (economic, social, and others), (3) basic professional interests, (4) other educational interests, and (5) artistic and aesthetic needs.

In other words, the book stock must include (1) party textbooks, (2) social and political literature in general, (3) industrial, technical, and agronomical works, (4) natural and physical sciences, geography, and history, (5) belles-lettres, (6) reference books, and (7) juvenile literature. These he distributes as follows in terms of the Dewey Decimal Classification:

	Per Cent
Class 0.....	2.0
Class 1.....	0.8
Class 2*.....	2.0
Class 3†.....	19.0
Class 4.....	0.2
Class 5.....	9.0
Class 6.....	10.0
Class 7.....	2.0
Class 8.....	4.0
Class 9.....	7.0
Class 91.....	4.0
Fiction.....	40.0
 Total.....	 100.0

* Obviously, one should not expect to find religious works in Class 2, since until very recently religion was considered incompatible with dialectic materialism, on which Marxist ideology is based. Class 3 is, therefore, wholly devoted to anti-religious propaganda literature.

† Almost exclusively devoted to Marxism and communism

Naturally, some variations in the percentages according to specific needs are allowed.

The librarian's task of book selection involves in Russia also the problem of unsuitable books and a definite policy to be applied to them. Generally speaking, when a book is considered unsuitable, there are two ways of meeting the situation: either to retain it in the library's reference collection and not let it circulate or to eliminate it completely. The first procedure is supported by the bet-

ter-educated, broad-minded librarians. N. K. Krupskaya, for example, says: "It is evident that books of different political trends may, by way of contrast, help the reader to understand our ideology more clearly, provided he is politically mature and adequately guided in his reading."⁸ It seems, however, that the weeding teams, composed for the most part of young and overzealous party members, preferred more drastic measures and confiscated books without too much discrimination. Occasionally such "purges" went so far as to include the best Russian classics, for the sole reason that they were printed in the pre-revolutionary orthography. Finally, the People's Commissariat for Education was compelled to issue a decree forbidding such purges in 1932.⁹

What has been said on the political aspect of librarianship in Russia bears directly on the nature of education for librarianship as it is practiced in that country. In order to be the political educator of the masses, the librarian must be coached in political science and economics prior to receiving any training in library techniques. In the first years after the revolution, so great a stress was laid on what was considered by the government a sound political education that very often professional training was not required. The result was that librarians knew something about the Third International but nothing, or very little, about routines and techniques, cataloging, classification, and reference work, which had to be improvised on the spot, thus rendering a none-too-easy task much more difficult. The common complaint to be found in the literature surveyed,

⁸ *Op. cit.*, p. 10.

⁹ L. Rabinovich, "Ne chistka, a pravil'noe ispol'zovanie knizhnykh fondov bibliotek," *Krasnyi bibliotekar'*, 1933, No. 4, pp. 23-34.

particularly up to 1930, is the inadequacy of library personnel. A closer contact with American libraries and library schools in the 1930's led to important reforms in the training of librarians and gave impetus to an organization of numerous library courses by correspondence.¹⁰

Having brought out some problems of the public library in Russia as seen from within, we may now devote some attention to the reading public—the beneficiaries of its services.

In a speech delivered on the occasion of the party's anniversary, V. I. Lenin said that he foresaw a time when "Russian libraries will form a network serving all the country, all the masses of *peasants, workers and soldiers*."¹¹ These are, then, the classes which are the subject of the immediate concern of the regime and whose education had been the most neglected in imperial Russia.

Indeed, the subject of libraries in rural areas is the second most popular in *Krasnyi bibliotekar'*, and one which appears with considerable regularity in various issues. To appreciate the interest in this problem, one has to be acquainted with the peculiar conditions of rural library service in Russia. One of the most important factors which contribute to the difficulties of the task is the tremendous size of the country. Another is the primitive cultural conditions inherited by the present regime. Though consider-

able progress in the direction of improving library service in the rural areas has been achieved, there are still comparatively few public libraries in Russia, especially outside the big cities. Thus, according to figures given by M. Smushkova in her survey of libraries for 1930, there were then no more than two thousand public libraries in the whole of Russia, including the large cities.¹² Other means had, therefore, to be devised in order to bring books and readers together. One of them is the bookmobile system. In most cases the bookmobile is simply a horse cart loaded with books from the "nearest" library, from which books are loaned to the community for a definite period of time. There they are usually stored in the "izba-chital'nia,"¹³ the "Krasnyi ugolok,"¹⁴ or the local workers' club, if there is one, where they are made available for individual reading and for public reading sessions. M. Smushkova estimates the number of such mobile libraries in 1930 to be about twenty-five thousand.

Another device is the much-discussed system of the "knigonosha"—literally, "book peddler." For the most part, these peddlers are volunteers (students, young party members, etc.), who undertake to tour the surrounding hamlets, taking back books that have been read and giving out new ones. These ambulant librarians are rather an indispensable institution, and their social role in the community is not negligible. Indeed, not only do they bring books, but they have to explain their contents, pass literary

¹⁰ F. Karatygin in an article on library reorganization ("Organizatsionnye voprosy bibliotekhnogo dela," *Krasnyi bibliotekar'*, 1934, No. 7, pp. 7-15) makes rather a flattering statement, as far as we are concerned, on the subject of training and courses. After a gloomy survey of the situation, he says: "In the United States, librarians throughout the country devote their vacation period to additional training in library summer schools; why not have it here?"

¹¹ In *What Lenin Said and Wrote about Libraries* compiled by the I.M.E.L. (Moscow, 1929).

¹² "Novyi etap," *Krasnyi bibliotekar'*, 1930, No. 1, p. 8.

¹³ The "reading cabin"—a sort of club, usually in one of the best buildings of the village, where people come to read or to listen to reading aloud or to the radio.

¹⁴ "Red corner"—usually the club of the young members of the Communist party, the "Komsomol."

judgments, answer questions, and help in the selection of the reading material. In many cases, the book peddler is the only link with culture that people have. He may expect to be consulted about remedies for sick cattle or to make pronouncements on political conditions in Abyssinia.

As regards the type of literature provided to the rural public through these various means, great importance is, of course, attached to works on agriculture and farming. In a way, the library is part of the general program to modernize methods of agriculture and improve production. In this connection, one may mention the "agro-train"—a combination of an agronomical museum and a library on rails, which tours rural areas at sowing time. The peasants are invited to study the exhibits and help themselves to books. In places not accessible to these "agro-trains," each sowing period is characterized by a recrudescence of library propaganda for better agricultural education of the peasantry. In addition to the books specially selected for the peasants, there are, of course, the inevitable textbooks on Marxism-Leninism and perhaps a sprinkle of popular literature.

Although considerably less space in *Krasnyi bibliotekar'* is devoted specifically to the problems of library work among industrial workers, this does not mean that little attention is paid to this branch of service. It must be borne in mind that the industrial workers are one of the main objects of political education, if not the main object, and that, consequently, a considerable part of the literature dealing with that problem actually concerns industrial workers. Moreover, since most industrial concerns are located in urban areas, the library facilities of these areas are at the workers' disposal. In addition, each trade-union has its own library

(which, incidentally, it is, as a rule, reluctant to share with other unions). The larger factories have reading circles and libraries which provide newspapers, magazines, current literature, political textbooks, and technological works. Book peddlers supply the smaller or remote factories. Reading aloud is practiced among illiterates (chiefly women workers) during recess periods.¹⁵ The main concern is, again, to improve education rather than to provide recreation or amusement.

The library activities in the Red army, which grew substantially during the last years before the war, have much in common with those among rural and industrial workers. In the speech by Lenin already quoted, soldiers are mentioned together with peasants and workers as beneficiaries of an ideal library service for the masses. Moreover, one has to keep in mind that the main sources of human material for the army are the peasants and workers, since the professional military class in Soviet Russia before the war was negligible. Again, the library service for the Red army in barracks, training, and maneuver centers emphasizes the educational aspect of the library. The reading material is largely technical, with stress on works dealing with principles of defense. It is interesting, however, that in Red army libraries there is a considerable proportion of fiction, some of it apparently with the explicit aim of satisfying the reading requirements of wives of officers who are stationed in camps.¹⁶ It is needless to say

¹⁵ Interesting details are to be found in such articles as that on the Babaev factory library (*Krasnyi bibliotekar'*, 1928, No. 6, p. 73) and the library of a large alcohol distillery the name of which is not given (*ibid.*, p. 76).

¹⁶ K. Doroshenko, "Bibliotechnaia rabota v domakh Krasnoi Armii," *Krasnyi bibliotekar'*, 1930, No. 11, p. 53.

that, owing to military discipline and organization, the librarian's work is greatly facilitated and such devices as book peddling are hardly required.

A specifically Russian problem is that of the so-called national minorities—that is, groups of readers who, in addition to proper reading material, have to be considered in terms of the languages in which they read. Books must be supplied in Georgian, Azerbaijani, Tatar, Mordvinian, Yiddish, Armenian, Romanes, and many other tongues. In this respect it may be noticed that in the Soviet Union there is no attempt to Russify the various national minorities in the sense in which immigrants are "Americanized" in this country. Rather, the attitude toward them is comparable to that of the Office for Indian Affairs toward the Red Indians in the United States. This attitude is, indeed, dictated by the general political ideology. Apparently the aim is to let these peoples practice cultural self-determination within limits compatible with the political structure of the Union of Socialist Soviet Republics as a whole. In other words, the central government aims to achieve political and economic, rather than cultural, unity. (It is thus, probably, that one should understand the annexation of the Baltic States.) As a result of this policy, national languages are being preserved, and a great deal of study in the field is being done by numerous local institutes and branches of the Russian Academy of Science. One may recall the fact that special alphabets have been supplied by specialists for some of the non-Russian languages which never had one, and that the first, and in some cases the second, generation of literates in these languages have now to be supplied with reading materials. According to a survey made

in 1934, no less than 37 per cent of the books published in the Soviet Union were in non-Russian languages, and the number of these languages attained 105.¹⁷

One of the main instruments for the preservation of the national cultures of these peoples is the national library. Such libraries have been organized (some of them very recently) in all the federated republics. Their book stocks seem to consist primarily of works published in the national language, so far predominantly translations.¹⁸ Some appear to be excellently equipped libraries. Thus, the library system of the Tatar S.S.R., organized in 1931, shows in 1933 an increase by 120,000 titles over 1932, while in 1934 the total number of titles reaches 2,000,000, not including subscriptions to 220 scientific journals from Europe and America.¹⁹

Another example is the group of the Daghestan libraries, especially that of Makhach-Kala with a special Arab department containing books and manuscripts.²⁰ The libraries of Azerbaijan, organized in 1932, possess a fine collection of Persian literature and prints. Many other examples of fine achievements in this field could be cited.

At the same time, some large libraries, like those of Moscow and Leningrad, have special sections devoted to non-Russian languages and literatures of the

¹⁷ H. Rosenberg, "Vnimanie natsional'noi knige," *Krasnyi bibliotekar'*, 1934, No. 7, pp. 22-24.

¹⁸ To judge by published surveys of some of these libraries, it appears that in the matter of translations the record number of titles is held by Jack London; next to him, more or less on the same level, are Gorki and Shakespeare.

¹⁹ G. Zhdanov, "Tatrespublika imet Krupneishiu nauchnuiu biblioteku v Soiuze," *Krasnyi bibliotekar'*, 1934, No. 7, p. 24.

²⁰ V. Kordes-Borisova, "Po bibliotekam Kavkaza," *Krasnyi bibliotekar'*, 1927, No. 2, pp. 49-52.

Union, for those nationals who reside in Russia proper but desire to do some active research in their native literature. Such, for instance, is the big Armenian section of the Leningrad Public Library,²¹ which receives all the 254 Armenian newspapers and holds an important stock of world masterpieces translated into Armenian.

Library work with children is also a subject of constant interest, and articles dealing with it appear regularly in the various issues. Generally speaking, the problems of this branch of library activities, as reflected in these articles, is not greatly different from those encountered in this country. Library work with children and, more particularly, children's libraries, have been the concern of the Commissariat for Education since the early days after the revolution. Since the number of such libraries in imperial Russia was very limited, efforts are being made to increase the number of special juvenile libraries in cities and to extend to the children in rural areas some of the reading facilities enjoyed by adults. Children's reading circles are being organized, and their activities consist of reading aloud, discussion of topics, evaluation of language and style, and special assignments to members of the circle to comment upon, or review, certain books. Obviously the same obstacles of great distances, scarcity of reading material, and lack of trained personnel are encountered as in adult library service, and the devices used to overcome them are similar to those already mentioned in that connection.

A few words may be said about each of the remaining minor subjects. Anti-religious propaganda has already been

mentioned in connection with book selection, as was public reading. Specific social problems encountered by the library refer mostly to the struggle against drunkenness and use of narcotics, by means of circulating appropriate literature and through public talks conducted by the librarian.²² The articles dealing with women readers are devoted mostly to the need of special attention and guidance for them, because they are, as yet, more backward than men.

This brief survey, based on a limited part of Russian library literature, is sufficient to bring out certain characteristic problems of Russian public librarianship. Some of these may strike a West European or an American as being rather naïve; such, for instance, is the antireligious zeal of some young book peddlers who try to propagandize whole villages by circulating ludicrous works "debunking" the church and the saints. Others have the unmistakable traits of rooted provincialism. Most of these impressions are founded on little details which do not emerge clearly from a general survey.

There are undoubtedly more serious negative sides in the picture as a whole. A great measure of political intolerance, particularly in the matter of selection and elimination of books, is perhaps the most serious. Nor can one disregard the rather widespread lack of technical training and general knowledge among librarians. Another regrettable feature, for which the librarian cannot be held responsible, is the lack of understanding of the true value of books on the part of large portions of the population. Several cases are cited in which precious books have been torn, scribbled upon, or other-

²¹ V. Bebutov, "Armianskii otdel v bibliotek im. Lenina," *Krasnyi bibliotekar'*, 1934, No. 7, p. 26.

²² E. Prudovskii, "Biblioteka na bor'bu s narkotizmom," *Krasnyi bibliotekar'*, 1927, No. 2, pp. 14-18.

wise damaged by ignorant proselytes of culture, who, for instance, in order to complete an assignment given by the librarian during a discussion period, tear up a valuable atlas in order to draw their diagrams on the back of the pages. Finally, the material conditions in which some of the libraries function are incredibly bad: no heat, no light, humidity, and vermin in the library building, and very often no special building at all. Complaints on these subjects are to be found regularly throughout the issues of *Krasnyi bibliotekar'*.

On the other side of the picture, one cannot but notice that, in spite of all shortcomings and difficulties, the task accomplished by Soviet librarians is a tremendous one. These achievements have been possible only thanks to unabating enthusiasm and devotion on the part of the librarians, a great majority of whom seem to consider librarianship as a calling rather than a profession. The spirit of devotion, indeed of crusading, is apparent in nearly every article. It is this spirit, together with a disposition for experimenting, that makes up to some extent for the lack of technical training.

Another major asset of Russian librarianship is the interest shown by the government in its undertakings and the fact that the government carries the entire financial responsibility. Finally, the cultural freedom enjoyed by the national minorities certainly makes for local library development.

Much has been done; much would still have to be done under normal circumstances. But, in addition, there is now the herculean task of remedying to some extent the destruction caused by the war. To undertake this task, Russian libraries will undoubtedly need, and call for, outside aid. This aid will probably consist chiefly of help in replacing the destroyed stocks and also of advice and guidance in special technical matters. The war has brought Russia back to closer contact with Western civilization, and there is hope that this help will be forthcoming. The benefit, however, need not be one-sided. For if the Western, more advanced, countries may offer material help, they may in turn find some inspiration in the enthusiasm, youthful zeal, and honest devotion of the Russian librarian.

AUSTRALIAN BOOKS AND AMERICAN READERS

BRUCE SUTHERLAND

AMERICAN interest in Australia has been sporadic at best; only since the war has this interest been intensified into a desire to know more about the Australians and their way of life. Educational films, geographies, travel essays, and journalistic explanations have helped to fill the gaps in our knowledge, but the Australian people and their culture remain as remote as ever. Many Americans continue to look upon Australia as a British colony, and it is often assumed that if such a thing as a national culture does exist there, it must be a backwash from the larger stream of English culture and therefore of little importance. Literature is not the only road that leads to understanding, but it is a broad road and should be made accessible to those who choose to travel it.

Australian literature is not great in the sense that British literature is great, nor does it begin to approach in volume what has been produced in the United States. Too often it is not treated with respect even in the land of its origin, for the colonial mind and provincialism have encouraged cultural lag. Writers without honor in their own country, facing the inertia of national indifference, have been forced to labor against tremendous odds—economic, political, and psychological. Occasionally, under such circumstances, a few writers whose greatness cannot be submerged do rise, but a unified literature is difficult to achieve in such barren spiritual soil. It is all the more remarkable, then, that literature in Australia, despite serious handicaps, has managed to attain some degree of national unity

and, in so doing, has been able to confirm the larger national unity that is emerging from the confusion of the present war.

It was once generally believed that literature in the English language was pure only in England; that in all other English-speaking countries it was derivative. The untruth of this assumption should be obvious to Americans, who certainly are aware of the existence of their own literature. If it is recognized that there are qualities in American literature which differentiate it from the English product, it should be equally clear that there are Australian characteristics which make their literature different from either of the older cultures. Even though Australia as a nation has by no means reached cultural maturity, through their literature it is possible to see that for which they have been groping; and seeing is the beginning of understanding.

The theory that one must be thoroughly national before it is possible to become international is as applicable to literature as it is to anything else. A writer must be true to himself and to his environment if he wants to produce anything of lasting value to the larger world. For various reasons Australian writers have not always found it feasible to do this. The early writers were Englishmen to whom Australia was not home, and they saw the land with the eyes and often with the prejudices of Englishmen. The reaction to this by native authors was an exaggerated regionalism which became what might be termed "inflated Australianism." Between the extremes

were those who wrote of Australia for the chief purpose of pleasing English readers. None of these groups had true perspective, but truth is hard to hide, and everywhere are to be found elements of the real Australian scene. Still other writers chose to escape into the larger world, forgetting their origins in quest of fame or fortune or peace of mind: some were successful; few are memorable. Out of this welter has come some distinguished literary work and much more that is of historical or national value.

This material has not been made freely available even within the British Empire. Australian editions are often out of print soon after publication and are seldom reissued. English and Canadian editions of Australian books do not easily find their way into the United States. The tariff is partially responsible for this, but more important is the lack of any perceptible connection between Australian and American publishers. Some of the more significant Australian books have never been published in the United States; others have had to wait years before being discovered. The works of Australian authors have appeared in the United States, but too often their selection has been made haphazardly and their reception left entirely to chance.

During the last century the writings of Henry Kingsley were known, and "the easy vigor with which he describes the strange Australian men and manners" was praised by American readers; but Kingsley was an Englishman whose work reached America by way of England, and it was never regarded as Australian. The novels of Rolf Boldrewood and Ada Cambridge likewise were well known in the United States, but, although they were representative novelists in many respects, they wrote primarily to please non-Australian audiences. Adam Lind-

say Gordon continues to be regarded outside Australia as the greatest Australian poet even though his poetry does not warrant this distinction. Other Australian writers of the period were largely ignored, and what is the most original Australian novel of the nineteenth century, Marcus Clarke's *For the Term of His Natural Life*, was and continues to remain unknown in the United States. This novel of convict life, despite obvious flaws, is one of which Australians can well be proud. Attempts to belittle it in Australia spring from an unjustifiable self-consciousness over convictism and its evils. Of two other writers who began their work in the nineteenth century, one was widely read in the United States and the other not at all. Louis Becke's numerous romantic tales of the South Seas were well enough known to require a collected American edition, while Henry Lawson's far superior sketches and stories, as well as his poetry, have never appeared in this country.

One of the first exponents of the new Australian nationalism was Joseph Furphy, who characterized his one great work, *Such Is Life*, as "offensively Australian." Under the pen name of "Tom Collins," Furphy wrote a rambling account of life in the Riverina region of New South Wales during the 1880's. It has never been widely read even in Australia, but it remains one of the classics of working-class philosophy. Furphy believed in freedom and hated tyranny or anything that smacked of dominant class rule. He was originally erudite and had a Mark Twainian sense of humor. His characters are bullock drivers, boundary riders, swagmen, and human strays of every description, whom he treats with a comprehension that is enlightening. Furphy was a utopian socialist whose ideas might have been considered incendiary

had they not been representative of a considerable body of Australians and very much a part of the Australia in which he believed. Furphy's writings are so indigenous that it is a wonder they have been so long neglected. He is one of the great writers who rose above the indifference of his countrymen, yet until last year *Such Is Life* was procurable only in an abridged English edition.

From the point of view of world fame H. H. Richardson (Mrs. Robertson) has been one of the more fortunate Australian writers. She has become so well known that she is generally regarded as English, her Australian antecedents forgotten; this in spite of the fact that four of her best novels—the *Richard Mahony* trilogy and *The Getting of Wisdom*—are Australian in background. She began to publish in 1908, but not until the appearance of *Ultima Thule* in 1929 did her work arouse any interest in the United States. She is perhaps the greatest living Australian novelist, and the favorable reception given to her work has done much to encourage younger Australian authors. Her study of the character of Richard Mahony, against a background of Australia during and following the Ballarat gold rush, is one of the more penetrating character portrayals in modern fiction. It shows the tragedy of a man deadened by an environment which he hates and from which he cannot escape. The picture is not a pretty one, and some of the less agreeable aspects of Australian life are revealed. The work, however, is not an indictment of a civilization but a study of the weakness of a human being who cannot adjust himself to that civilization. It proves conclusively, if such proof is needed, that the raw materials of literature are present in abundance in Australia and that Australian talent is well qualified to develop

them. Although Mrs. Robertson has lived for many years in England, she considers herself a good Australian and has often pointed out that one of her main sources of inspiration has been her girlhood memories of the land of her birth.

In Australia the most widely read of all Australian poets is A. B. ("Banjo") Paterson, who died in 1941. His work has run into eleven collected editions. Early in his career, at the turn of the century, he was one of the most popular poets in the English-speaking world. Outside Australia, however, his fame has been fleeting, and few in America are aware that the popular ballad "Waltzing Matilda" was a product of his pen. Paterson specialized in bush balladry, and his songs of the outback are expressively Australian. What they lack in literary quality they make up in spirit, and as a reflection of national attitudes they are invaluable. Their colloquial language makes difficult reading for Americans, but the popularity of "Waltzing Matilda" testifies to the fact that in their oral form these bush songs have certain qualities which insure their preservation.

One of the more significant of the older living novelists is Katherine S. Prichard, whose first book was published in 1915 and who has continued to produce at regular intervals since that time. Several of her novels have been printed in the United States, but she has not developed a following in this country. Starting with *The Pioneers*, her novels present a panorama of Australian life from the transition stage following convictism to the present. Her most recent novel, *Moon of Desire*, was published in 1941. She treats of life in the opal fields, the timber camps, the great stations of the far northwest, and the cities and towns of New South Wales, Victoria,

and South Australia and has made her characters true products of their environment. More perhaps than any other Australian author, Miss Prichard has been interested in the whole of Australia and not in just the urban fringe of east coast. Her faith in the future of Australia and her vitality have done much to unify Australian letters.

Detective, mystery, and adventure stories are not usually considered worthy of literary discussion, but such stories of Australian origin have occasionally been widely read in the United States. Fergus Hume's *Mystery of a Hansom Cab*, which sold well over a half-million copies, will be remembered by older readers, and Ernest Hornung's Raffles stories have long been familiar to Americans. Hornung, although an Englishman, lived for some years in Australia and began his writing career there. More recently, Leonard Mann's *A Murder in Sydney* was published in this country. This is a psychological study rather than a mystery story and is interesting for its picture of Sydney life. The current favorite is Arthur Upfield, five of whose novels have recently been published in the United States. Their master-detective, an Australian half-caste by the name of Napoleon Bonaparte, provides something new and refreshing for devotees of this type of fiction, and the background of the stories is vigorously Australian.

Since the late 1920's there has been a much greater awareness in America of the existence of an Australian literature. More than a score of Australians have had some of their work published in this country, but with few exceptions their initial success has not been followed by further publication. It is hard to believe that these books were so indifferently received that there was no public desire for more, for in the decade prior to the

present war Australian fiction was showing signs of increasing vigor and artistry. The contemporary Australian novelist most highly praised in American critical circles during recent years is Christina Stead. Her first twenty-six years were spent in Australia; since then she has lived in England, France, and the United States. She caught and held the attention of American readers with the *Salzburg Tales* in 1934 and *Seven Poor Men of Sydney* the following year. She was hailed for giving promise of true greatness, and with the appearance of *House of All Nations* in 1938 this promise seemed to have been fulfilled. Her work is original, her style is masterly, and she has the universality which is associated with literary maturity. However, there is something hard and brittle in her philosophy—a cynicism that reflects mental attitudes of the 1930's without placing them in their proper perspective, a hopelessness that is almost fatalistic, and nothing of "the still, sad music of humanity." Her most recent work, *For Love Alone*, is illustrative of her greatest weakness—she writes well about things which are often not worth writing about at all. In spite of this, the novel is rich in imaginative power, and there is analytical insight into a form of cultural frustration which is often associated with the provincial mind. But a novel that is not conceived in greatness, no matter how skilfully written, cannot be great. What Miss Stead will do in the future with her truly fine talent remains to be seen.

Two other Australian women whose work has been well received in the United States are Kylie Tennant and Eleanor Dark. Miss Tennant began to publish in her early twenties; since 1935 she had written five novels and a number of short stories, but only three of her novels have appeared in this country. She writes

against a background of life in New South Wales, working on what she terms the principle of "corroborative evidence"; that is, writing of things that really happened. Starting with a novel of small-town life during the depression, she turned to a study of Sydney slum life and then, in *The Battlers*, to an account of swagmen on the dole. This was the novel which introduced her work to Americans, and in many ways it is a memorable story. It preserves a picture of the dignity and heroism of a class of people who had never possessed much and who nearly lost that during the inept thirties. The spirit and the courage of poor people during the last bewildering decade is one of the few things worth remembering about it. Her last two novels were both published in America in 1943. They deal with that part of Sydney life which is bohemian; they are light, graceful, airy satires which cheerfully expose the shabbiness of fake liberalism and pseudo-intellectuality. They prove little except that Miss Tennant can write well and that she possesses her share of the comic spirit. Eleanor Dark, daughter of the poet Dowell O'Reilly, has published seven novels since 1932, five of them in the United States. With the exception of *The Timeless Land*, which is a good historical novel of the first settlement of Australia, they are pretty much of a pattern. They are thoughtful, well-constructed stories of mature people, romantically conceived and elaborated by the process of introspection. *Return to Coolami* is one of the best, and in its treatment of the psychological impact which the last war had upon some of the participants it is timely and effective.

Three of the novels of G. B. Lancaster (Edith Lyttleton) have been published in America during recent years. Although

she began to write in 1904, not much attention was paid to her work prior to the appearance of *Pageant* (1933), a historical novel dealing with early life in Tasmania. Since then historical studies of New Zealand and of Halifax, Nova Scotia, have been published. They are good novels, but characters, situations, and incidents are so thoroughly immersed in history that the narrative suffers. Nevertheless, her Australian novels are informative and readable. Miss Eldershaw and Miss Barnard, who collaborate under the pen name of M. Barnard Eldershaw, have done much for Australian literature as authors and as critics. Aside from criticism and biography they have written competent novels, the best known of which is *A House Is Built*. This is a study of the growth of Sydney as it parallels the development of one family through three generations. Winifred Birkett, Mary Mitchell, Velia Ercole, and Ernestine Hill have had one novel apiece published in the United States. They write well and their work is known in England, but their books have not made much of an impression in America. This is difficult to understand, because Miss Ercole's *Dark Windows* is exceptionally good, and the work of the others is too worth while to be neglected.

There have also been good novels by Australian men in recent years, some of them quite powerful; but not one of these authors has become really popular in this country. The most recent discovery is Xavier Herbert, whose one novel, *Capricornia*, first appeared in 1938 and was finally published here in 1943. This is a masculine treatment of life in the Darwin region, a novel of miscegenation which raises some ethnic questions and introduces the problem faced by white Australia in her association with aborigines and the peoples of

the Pacific. Herbert, now with the Australian forces in New Guinea, is in his forties, and it remains to be seen whether he is a one-novel novelist or not. James Aldridge, a correspondent most recently in Moscow, has published two war novels, one dealing with the abortive Grecian campaign and the other with Crete following the British evacuation. Aldridge is in his middle twenties and may well develop into an accomplished novelist if he can face the peace as he has faced the war. Ken Attiwill, presumed to be a prisoner of the Japanese in Java, was introduced to the American public by way of a brutally realistic sea story, *Windjammer*, in 1931. His succeeding novels have all been published in England. Henry Lamond's *Amathea*, recently brought to this country as *Kilgour's Mare*, is the story of an Australian horse which deserves to be read for its own sake as well as for the revealing picture that it gives of an Australian way of life about which Americans know little. It is a healthy sign that good Australian novels are being discovered and that at long last more of them are being printed in this country.

Two writers who should be but who are not very well known here are F. D. Davison and Brian Penton. Davison is active in forwarding the cause of Australian letters, and he has made little effort to attract attention outside Australia. Most of his fiction has been published in Sydney, although two of his novels have appeared in America. *Man Sky*, known here as *The Red Heifer*, is an epic of freedom in little, a treatment of "the passionate desire to live that runs through all creation." This simple story of a cow fighting for its liberty exemplifies much of Davison's philosophy. He sympathizes with earthborn creatures, and in their harmony with natural laws

he finds a pattern for life. He is an idealist, as are many Australians, and his idealism takes the form not of utopian perfection but of an awareness of the beauty and goodness that is everywhere. There is more understanding in this story of a cow than in volumes of more sophisticated work, for in it life is stripped to bare essentials and the bewildering complexities are absent. The same simplicity is to be found in *Children of the Dark People*, a folk tale of two aboriginal children in the days before white settlement. Davison's other works consist of two novels and a volume of short stories. His first novel, a pastoral story set in northern New South Wales and in the Queensland cattle country, is a faithful though romantically treated picture of bush life and bushmen. The other, a war novel, tells of the taking of the Wells of Beersheba by the Australian Light Horse during the last war and of the wartime brotherhood of soldiers which made this possible. The short stories for the most part deal with bush life and bush people, and their value lies in their insight and understanding of the unsophisticated but normal people whose lives are revealed.

Brian Penton's two novels are full of imperfections which reveal his inexperience and his lack of disciplined thinking, but they have a certain savage power, and Penton writes with the firm conviction that he is providing at least a glimpse into the soul of a nation. *Land-takers* and its sequel, *Inheritors*, try to show how over the period of a generation an Englishman is transformed into an Australian by means of a series of catalytic experiences. No effort is made to soften the harshness and brutality of early life in Australia with its convicts, its unfriendly environment, and its hostile aborigines. These are realistic his-

torical novels which probe at Australian origins with ungentle fingers. What this probing reveals may not be true in detail, but it represents a bitterly honest search for truth. A more polished author might have produced a more carefully finished work, but the incoherent vehemence of Penton's novels is, considering his subject, more important than polish.

Very little Australian poetry has appeared in America in recent years for the simple reason that Australia's poetry has lagged far behind its prose, and poetry everywhere is greeted with almost universal indifference today. A great many volumes of poetry have been published in Australia in small editions and by little-known presses, and poetry continues to be written; but there is very little unity in what is being produced. One of the few volumes to be published in the United States, Kay Grant's *It's 'ard To Stay Clean in the Country*, is not representative of the best that is being done in Australia, but it serves to show how inferior the poetry is when compared with the fiction. There are potential poets in Australia as elsewhere, but the spark of their genius has not been kindled into flame. Recent war poetry seems to indicate that latent poetic powers have been aroused in young Australians on war service, and perhaps the time is not far off when the epic material which has appealed to the novelists will capture the imagination of the poets, and a breach in the wall of national indifference to poetry will have been made.

In the years prior to the war a great deal of effort was being made to show their countrymen and the world at large

that an Australian literature existed. As early as 1922 Zora Cross published a series of lectures entitled *An Introduction to the Study of Australian Literature*. This was followed by Nettie Palmer's *Modern Australian Literature, 1900-1923*, which is a critical survey of the period. In 1929 came Hartley Grattan's chapbook, *Australian Literature*, which is doubly interesting because Grattan is an American. H. M. Green's *Outline of Australian Literature* (1930) was the first modern attempt at a historical and critical survey of the whole body of Australian literature. Barnard Elder-shaw's *Essays in Australian Fiction* (1938) and J. O. Anchen's *The Australian Novel* contain critical estimates of twentieth-century novelists. Finally, in 1940 came E. Morris Miller's *Australian Literature*, consisting of bibliographical and critical studies of Australian authors from the beginnings to 1938. This work is a compilation of great importance, and it provides the groundwork for further and more individual studies.

Enough Australian books have been published in the United States to serve as an introduction to the literature. Those available in this country do not represent a carefully selected list; good and bad rub bindings on the library shelves, and little effort has been made to provide a comprehensive literary picture. Nevertheless, for those sufficiently interested to take advantage of what there are, the rewards can be gratifying. A clearer understanding of a people who were close to us before, and who are being brought even closer by the war, is well worth the effort required by the reading of a few books.

THE FIFTEENTH-CENTURY EDITIONS OF PETRARCH'S *HISTORIA GRISELDIS* IN STEINHÖWEL'S GERMAN TRANSLATION

CURT F. BÜHLER

AMONG the recent acquisitions of the Pierpont Morgan Library, one of the most important was a copy of one of the two Ulm editions of Petrarch's *Historia Griseldis* in German.¹ In the course of cataloging the volume the present writer noted that, though much has been written not only about the various editions of this work but also about the press of the printer Johann Zainer, none of these accounts was accurate, and most, indeed, contained

serious blunders. A correct list of the editions, together with a more detailed analysis of those printed in Ulm, thus seems desirable.²

I

No fewer than ten³ editions of Heinrich Steinhöwel's⁴ translation of the *Historia Griseldis*⁵ by Petrarch were printed in Germany in the fifteenth century. They can be listed in the following order of appearance:

I	H 12817	Augsburg: G. Zainer, 1471	Voullième-Berlin 4
II	C 4716	[Augsburg: G. Zainer, 1471/2] ⁶	BMC II: 320
III	H 12818	Augsburg: J. Bämler, 1472	Part of H 10005 ⁷
IV	C 4715	[Ulm: J. Zainer, 1473]	Fiske, p. 53 (K 473) ⁸
V	[Ulm: J. Zainer, 1473/4]	Fiske, p. 53 (KG 10)
VI	H 12819	[Strassburg: H. Knoblochzter], 1478	Sch 4915
VII	H 12815	[Augsburg: J. Bämler, 1480]	Sch 4916 ⁹
VIII	C 4717	[Strassburg: H. Knoblochzter], 1482	Sch 4917
IX	H 12820	Augsburg: J. Bämler, 1482	Sch 4918
X	H 12816	[Augsburg: H. Schaur, 1497]	Sch 4919

¹ I wish to take this opportunity to thank Mr. Lessing J. Rosenwald for permitting his copy of this book (now forming part of the Rosenwald Collection in the Library of Congress) to be sent to New York for my perusal. This was a most thoughtful courtesy and greatly appreciated. Incidentally, the book is incorrectly listed in Margaret B. Stillwell's *Incunabula in American Libraries* (New York, 1940); Mr. Rosenwald's copy belongs to the edition listed as P 358, but this edition is not Hain 12815.

² The following are the sigla for references frequently made in the text: H—Ludwig Hain, *Repertorium bibliographicum* (Stuttgartiae, 1826–38); C—Walter Copinger, *Supplement to Hain's Repertorium bibliographicum* (London, 1895–1902); BMC—*Catalogue of Books Printed in the XVth Century Now in the British Museum* (London, 1908–35); GW—*General Catalogue der Wiegendrucke* (Leipzig, 1925–38); Pr—Robert Proctor, *An Index to the Early Printed Books in the British Museum . . . with Notes of Those in the Bodleian Library* (London, 1898–1903); Sch—Wilhelm Schreiber, *Manuel de l'amateur de la gravure sur bois et sur métal au XV^e siècle* (Vol. V only; Leipzig, 1910).

³ I have not taken into account, as not pertinent

to the present study, the Low German edition (Sch 4920) printed at Lübeck, ca. 1483.

⁴ For a useful short summary of Steinhöwel's career, see Karl Sudhoff's account in Arnold Klebs and Karl Sudhoff, *Die ersten gedruckten Pestchriften* (München, 1925), pp. 171–92.

⁵ See Fr. von Westenholz, *Die Griseldisage in der Literaturgeschichte* (Heidelberg, 1888).

⁶ Compare Ernst Voullième's notes in his facsimile edition of No. IV published in *Die Incunabel in ihren Hauptwerken* (Potsdam, n.d.).

⁷ See *ibid.*; BMC II: 331; and James F. Ballard, *A Catalogue of the Medieval and Renaissance Manuscripts and Incunabula in the Boston Medical Library* (Boston, 1944), pp. 120–21.

⁸ Cornell University Library, *Catalogue of the Petrarch Collection Bequeathed by Willard Fiske*, compiled by Mary Fowler (Oxford, 1916). This is Sch 4914; for facsimile, see n. 6.

⁹ According to Konrad Burger, *The Printers and Publishers of the XV. Century with Lists of Their Works* (London, 1902), p. 281, this is C 4714 but is attributed to Sorg's press.

The order of the editions can be determined with relative ease, since a printed date may be found in exactly half of them; and the others can be dated by typographical means and such other details as we are about to examine.

A mere glance at the bibliographical descriptions of these volumes will show that these editions fall into two distinct groups. In the first group, Nos. I-III, above, the text is headed by a note which reads in the first edition: "Diss ist ain epistel francisci petrarche / vō grosser stätkait ainerfrowen. Grisel gehaissen."¹⁰ The others all have a Prologue which reads (as in No. IV):

So ich aber von stätkait / vnd getrüwer gemahelschafft / so manger frowen geschriben habe / vnd von kainer grössem vber die grisel / von der franciscus petrarcha schrybet / doch vsz johafis boccaccij welsch in latin! vnd von mir usz latin in tütsch gebracht! so bedunket mich nit vnbillich sŷn das sie öch by andern erlûchten frowen / waren hymstionen geseczet werde. Ob öch sölliche geschicht / in warhait beschenhē oder vñm ander frowen manūg zû gedult geseczet werden

The explanation for this somewhat curious preliminary paragraph has been previously pointed out in the catalog of the Fiske Collection at Cornell. It seems reasonably certain that this edition was intended (in part at least) to be bound after and sold with Steinhöwel's translation of Boccaccio's *De claris mulieribus*, printed by Johann Zainer in the same year.¹¹ A certain number of copies were,

¹⁰ Quoted from the facsimile given on Tafel II of Klebs-Sudhoff, *op. cit.*

¹¹ Albert Schramm, *Der Bilderschmuck der Frühdrucke* (Leipzig, 1920-38), V, 3, believes the Petrarch was printed before the Boccaccio, an opinion also held by Ernst Weil, *Der ulmer Holzschnitt im 15. Jahrhundert* (Berlin, 1923), p. 24. Arthur M. Hind, *An Introduction to a History of the Woodcut with a Detailed Survey of Work Done in the Fifteenth Century* (Boston and New York, 1935), II, 305, suggests the Petrarch was printed "as a sort of epilogue" to the Boccaccio, which is also the belief of Erwin Rosenthal, "Zu den Anfängen der Holzschnittillustration

apparently, reserved for separate sale,¹² and all subsequent editions of this work were taken from this edition. Thus, all these have this same preliminary note, though deprived of its connection with the Boccaccio and thus somewhat unsuitable. Since No. II, above, contains the earlier Introduction, the chronological position of this undated edition seems reasonably assured.

The Ulm edition (No. IV) was, as we have seen, intended to supplement the Boccaccio of 1473 and can thus be assigned to that year. The other Ulm edition, concerning which we shall have more to say later, was clearly printed subsequently to the one just mentioned. This is proved by the woodcuts, which in this edition show breaks not visible in the other, as well as by the state of the type. In the first state of Zainer's type 1:116, the *h* has a curve which ends on the line; this was gradually superseded by a tailed *h*, which, toward the end of 1473, replaced the original form.¹³ The edition No. IV contains both forms of the *h*, while No. V has only the later (tailed) variety. Clearly, then, No. IV preceded No. V.

Number X is attributed to Schaur's press by Schreiber; since this printer was active in Augsburg (where, it is clear from the evidence noted by Schreiber, the book originated¹⁴) only after 1490,

in Ulm," *Monatshefte für Kunsthissenschaft*, VI (1913), 185-99. Whenever the cuts may have been made, it seems certain from the Introduction to the Petrarch just cited that this was designed to follow the Boccaccio and was probably printed later.

¹² Possibly the second Ulm edition only was meant for separate sale.

¹³ For details concerning the type, see Voullième's notes in the facsimile; also BMC II:518 and Pr I, 161.

¹⁴ Cf. Sch 4919 and 3803. The latter book, *Somnia Danielis* (GW 7914), is signed in full by Schaur, Augsburg, 1497, and contains the same title-cut found in the Petrarch.

this is certainly the latest of the series. For No. VII the evidence is less conclusive, though the date is given as 1480 by Brunet,¹⁵ Schreiber, and Schramm;¹⁶ and there seems to be no apparent reason to question this.

This, then, is the order in which the editions appeared. Since all the bibliographers who have written on the *Historia Griseldis* have omitted one or the other of these editions,¹⁷ annotated them incorrectly,¹⁸ or attributed them to the wrong press,¹⁹ this summary may be found useful.

II

Although Schramm (*op. cit.*, V, 3) refers to the two Ulm editions as "die wenig von einander abweichenden Johann Zainer'schen Ausgaben," these two editions differ from one another radically. They differ in these respects: the woodcut border on folio 1, the order in which the woodcuts appear, and the orthography throughout the texts. The second of these differences can be dismissed very briefly; in the second edition (No. V), the woodcuts listed in Schramm's work as Nos. 7 and 8 appear in the reverse—and, as the text proves, incorrect

¹⁵ Jacques-Charles Brunet, *Manuel du libraire et de l'amateur de livres* (Paris, 1860-80), IV, 571; Hind, *op. cit.*, II, 306, gives the date as 1482.

¹⁶ Schramm, *op. cit.*, III, 21.

¹⁷ Schreiber, Hind, Sudhoff, Voullième, and Wegerer (*Die Zainer in Ulm* [Strassburg, 1904], No. 33) did not know of No. V above; the Fiske Catalog omits No. II.

¹⁸ Weil claimed the Ulm edition was the first in German; Schramm states that there are only slight differences between IV and V and that VII was Bämler's first edition; Elizabeth Mongan and Edwin Wolf, *The First Printers and Their Books* (Philadelphia, 1940), p. 32, suggest that No. V is earlier than No. IV, though Miss Mongan has since informed me that she, too, is now of the opinion that No. IV appeared first.

¹⁹ Hain, Hind, Burger, and Erunet attribute No. VII to Sorg; Schramm, *op. cit.*, Vol. IV, lists no edition under Sorg in his bibliography.

—order. The other two dissimilarities are considerably more interesting and important.

For the earlier of these two editions (No. IV), Zainer used the woodcut border which is reproduced by Schramm (Pl. 3, No. 5) and which also adorns the first printed leaf of his Latin edition of the *Historia Griseldis* (H 12814). In the foliage of this border may be found the coat-of-arms of the city of Ulm and that of Heinrich Steinhöwel.²⁰ The later edition, however, presents quite a different border—that found also in the *De adhaerendo deo* (GW 582) of Albertus Magnus.²¹ This border does not contain either coat-of-arms; it was probably selected for this very reason, as we shall have occasion to see later on.

The differences in the texts of the two editions can be shown most easily by quoting the opening lines of the later edition; these can be compared with those in the earlier edition already cited. In this edition the preliminary matter reads:

¶ So ich aber von stätkait / vnd getreuer
gemahelschafft / so manger frauwen geschriven
habe / vnd von keiner grössern über die grisel /
von der fräcisc⁹ petracha schreibet / doch ausz
iohannis boccacij welsch in latein / vō mir
ausz latin in teutsch gebracht / so beduncet
mich mit vnbillich sein / dz sie auch bei andern
erleichten frauwen / waren hystorien geseczet
werde. Ob auch sölliche geschicht / in warheit
beschenhen oder vmb ander frauen manug zu
gedult geseczet werden [Morgan 38242].

²⁰ This coat-of-arms (hammers in saltire) has also been taken to be Zainer's; on this point see Hugh W. Davies, *Catalogue of a Collection of Early German Books in the Library of C. Fairfax Murray* (London, 1913), II, 526, No. 327. The appearance of Steinhöwel's portrait, together with this coat-of-arms, in the reprint of the "tütisch Cronica" (1531), reproduced in Klebs-Sudhoff, p. 170, seems to prove that the hammers in saltire (suitable for his name) belonged to Steinhöwel. See also Voullième's note in the facsimile edition.

²¹ Schramm, *op. cit.*, Vol. V, Pl. 2, No. 4.

Even this short extract will show that, though the first quotation is rather Swabian (Alemmanic) in dialect and orthography, that cited directly above is decidedly less so.²²

In printing the following linguistic details the writer is well aware that he thus exceeds the normal scope of a bibliographical paper, but in this instance the matter is of such importance that it seems necessary to impose upon the reader's patience. In order to be as brief as possible, only a few salient points will be noted.

The earlier edition, as we have seen, presents the text with the then current Swabian orthography; the later is more modern in this respect.²³ The following words may be specially singled out:

No. IV	No. IV	Shift
vsz, vff, husz	ausz, auff, hausz	u>au ²⁴
syn, din, lyb,	sein, dein, leib,	i(y)>ei ²⁵
wyb	weib	
ain, kain, haim ²⁶	ein, kein, heim	ai>ei ²⁷
buwet, brut	bauwet, braut	u>au
och, ogen ²⁸	auch, augen	o>au
(i)uch	euch	i>eu

²² To my knowledge, only Weil (*op. cit.*, p. 104, n. 29) has noted this difference in dialect between the two Ulm editions; he says: "Auch dialektisch ist der Text leicht verändert." Wegener, *op. cit.*, pp. 8 ff., notes that the two Zainer editions of the *Pestibuch* (Arnold C. Klebs, *Incunabula scientifica et medica* [Bruges, 1438], No. 933.3 [1473] and No. 933.3 [1482]) differ in their orthography. Concerning the later of these two editions, Victor Scholderer has said (Sir William Osler, *Incunabula medica. A Study of the Earliest Printed Medical Books 1467-1480* [Bibliographical Society, Illus. Mono. No. XIX (1923)], p. 99, No. 143): "As this edition is not in the dialect of Ulm and therefore differs entirely from Zainer's 1473 edition (No. 29 above), it was perhaps printed at Augsburg or elsewhere. If it is really by Zainer, it cannot be earlier than 1478-80." Since Klebs lists no edition of this work as printed in Augsburg, it is not impossible that this book also was produced in Ulm by Johann Zainer for sale in Augsburg.

²³ An analysis of the Swabian dialect and orthography found in early printed books is included in Friedrich Kauffmann, *Geschichte der schwäbischen Mundart im Mittelalter und in der Neuzeit* (Strass-

burg, 1890), pp. 293 ff. In the intervening fifty years since the publication of this work, many of the incunabula have been redated, so that in certain details Kauffmann's book needs supplementing. In general, however, his facts are quite clear.

An examination of the fifteenth-century German books printed in Ulm and Augsburg (the principal Swabian places of printing) available in the Pierpont Morgan Library,²⁹ together with the extensive

burg, 1890), pp. 293 ff. In the intervening fifty years since the publication of this work, many of the incunabula have been redated, so that in certain details Kauffmann's book needs supplementing. In general, however, his facts are quite clear.

²⁴ Kauffmann, *op. cit.*, p. 298: "Ausserhalb Augsburg's ist der entwicklungsgang genau derselbe gewesen, nur dass die drucker von Ulm . . . um ein paar Jahre zurückbleiben. Johann Zainer . . . lässt die neuen diphthonge nicht zu." Cf. also Paul-Gierach, *Mittelhochdeutsche Grammatik* (Halle, 1929), p. 23, § 21, Anm.

²⁵ i(y) is usual, though in city ordonnances of Augsburg (1276) one occasionally finds ie; i before r often became ie (thus, No. IV sometimes has ier where No. V prints ir). Cf. Kauffmann, *op. cit.*, p. 64.

²⁶ Once No. IV has "hain." For the characteristic change in the Swabian dialect from m to n, see Otto Mausser, *Mittelhochdeutsche Grammatik* (München, 1932), p. 25.

²⁷ Kauffmann, *op. cit.*, p. 88: "Die schreibung ai ist in den denkmälern schwäbischer herkunft constant." In Augsburg the ei forms begin to appear ca. 1276. See also the interesting note by Niclas von Wyle (1478), who states that, though his predecessors wrote ai, it was now customary in chancery writing to use ei. Occasionally one finds in the Ulm books ein, -heit, etc.; for this form in Swabian, see Paul-Gierach, *op. cit.*, p. 78, § 110, Anm.

²⁸ Cf. Mausser, *op. cit.*, p. 27. The letter u sometimes appears as o in Swabian, and thus No. IV occasionally has "wonder," "sonder," etc.; for this, see Kauffmann, *op. cit.*, p. 75.

²⁹ To quote another example, No. IV, f. 7, has: "du macht mit dynen dingen dynre recht gebruchen / on möyen willen. waf als ich an dem yngang in dyn hus mün alte klaider abdet! also zoch ich öch ab möyen frýen willen vnd aigen begierd!" For this, No. V, f. 6⁷, prints: "du magst mit deinen dingen dein recht gebruchen on meinen willen! wan als ich an dem yngang in dein hausz mein alte kleider abdet! also zoch ich auch ab meinen freien willen vñ eigen begierd!"

³⁰ These are listed in Ada Thurston and Curt Bühler, *Check List of Fifteenth Century Printing in the Pierpont Morgan Library* (New York, 1939), pp. 26-34 and 41-43.

numbers of facsimiles, bibliographical descriptions, and reproductions of specific pages found in many books of reference, reveals certain interesting and significant facts. Practically all the Ulm books printed in the 1470's preserve the old forms; it was not until the middle 1480's³¹ that the new spelling gained ascendancy—and even then it did not entirely replace the older, and more characteristically Swabian, orthography. On the other hand, those printed in Augsburg show quite a different tendency. Although the earliest books in German, such as the *Apollonius* (GW 2273) and the *Historia Griseldis* (No. I above) of 1471, present the old spellings, these tend to disappear and the modern High German forms are gradually introduced. Probably the fact that Augsburg lay on the borders of Bavaria, where a different dialect prevailed, and that this city was rather more progressive than Ulm accounts for this trend. After 1473 the typically Swabian forms are quite unusual in the Augsburg books.³² Thus the second Ulm edition of the *Historia Griseldis* is, from a dialectal point of view, much closer to the books produced at that time in Augsburg than to those printed in its own place of origin. One may well ask why this change was made in this edition.

It is, of course, a matter of common knowledge that the two Zainers—Johann of Ulm and Günther of Augsburg—were probably kinsmen;³³ some authorities

³¹ The appearance of two new printers, Holle and Dinkmut, takes place (perhaps significantly) about this time.

³² As Kauffmann (*op. cit.*, p. 294) points out, the process of diphthongization was practically completed at Augsburg by 1473.

³³ Wegener, *op. cit.*, p. 1; Schramm, *op. cit.*, V, 3; Lawrence C. Wroth, *A History of the Printed Book* (New York, 1938), p. 67.

have even represented them as brothers.³⁴ Whatever their relationship may have been, it could hardly have been much closer than that which existed between their respective printing houses. Günther, it is known, not only provided Johann with the models for his types but also with the "Boccaccio Meister," who supplied the latter with woodcuts—if the historians of the fine arts are correct.³⁵ In turn, each reprinted, with the utmost fidelity, works previously produced by the other press. Finally, Steinhöwel himself provides a link between the two Zainers, as this translator sometimes chose one, sometimes the other, to be the first to print his texts.³⁶

The facts that we have been examining may be summarized as follows: As we have seen, the earlier edition of the Ulm *Historia Griseldis* was printed with the local Swabian orthography and decorated with a woodcut connecting this book with Ulm. The text of the later edition, in turn, indicates that the book may not have been printed for the purpose of selling it in Ulm. Since the books produced there both before and after the appearance of this edition of Petrarch's work preserved their local character, at least as far as the spelling was concerned, we have a very good indication that this was what the citizens of Ulm demanded. Of further significance is the fact that

³⁴ Mongan and Wolf, *op. cit.*, p. 29; so also Albert Schramm, "Günther Zainer, Augsburgs erster Drucker," *Werden und Wirken, ein Festgruss Karl W. Hiersemann zugesandt* (Leipzig, 1924), p. 363. The Augsburg "Steuerbuch" of 1471 shows that Günther had a brother living with him that year, and it is not unreasonable to presume that this may have been Johann.

³⁵ Cf. Weil, *op. cit.*, pp. 27 ff.; Hind, *op. cit.*, II, 287 ff. and 304 ff.; Hellmut Lehmann-Haupt, *Schwäbische Federzeichnungen* (Berlin and Leipzig, 1929), p. 130.

³⁶ Rosenthal, *op. cit.*, *passim*; Klebs-Sudhoff, *op. cit.*, pp. 174-83.

the woodcut border with the Ulm coat-of-arms was replaced in the later edition (No. V) by one not containing this tell-tale device. If we combine these details with our knowledge of the close relationship existing between the two Zainers, we can come to an interesting and quite plausible hypothesis. I suggest that it is quite possible that Günther saw the first Ulm edition and that he was so pleased with it that he commissioned Johann to reprint the text for him for sale in Augsburg. Doubtless in order to make this work more attractive to the burghers of Augsburg, this edition was printed with the new spelling then already in vogue at that city. Further, to avoid any more trouble with the local guilds than Gün-

ther had previously been obliged to face,²⁷ he may very well have suggested that the border with the Ulm arms be replaced by one not so likely to stir the animosity of the woodcutters' guild. This seems a likely explanation for the curious changes in the border and dialect in the second Ulm edition, and no other equally satisfactory explanation has presented itself to me. If I am right in this reconstruction, this would make the second edition of the German *Historia Griseldis* printed by Johann Zainer one of the earliest books produced solely for export.

²⁷ Georg W. Zapf, *Augsburgs Buchdruckergeschichte* (Augsburg, 1788-91), I, vii ff.; Lehmann-Haupt, *op. cit.*, p. 134.

CENTRALIZED CATALOGING FOR SCHOLARLY LIBRARIES

RALPH E. ELLSWORTH

INTRODUCTION

THE following outline of a plan for accomplishing completely centralized cataloging was conceived and developed some four years ago, as a possible substitute for the then existing approaches to the problem.¹ It seemed clear at that time, and still does, that any plan for centralized cataloging that would not permit participating libraries to eliminate a large part of their cataloging organization would, in the end, serve only to increase costs.

Publication of Fremont Rider's plan for microcards may, of course, change the nature of our approach to cataloging organization. But while the profession debates the merits of his plan, it may be wise to consider all possible variations of the existing system.

The first statement of the following plan resulted in a sixty-page document. The following is simply a rough outline, with most details eliminated. The author has no illusions about the perfection or the completeness of this plan.

FIRST SUMMARY

1. All identification cataloging and classification would be done at one place for a thousand participating libraries. These would cease cataloging their own books.

2. Subject bibliographic catalogs and tools would be compiled and published

by a series of subject bibliographic institutes.

SECOND SUMMARY

1. The identification catalog would consist of a printed author catalog of the holdings of a thousand libraries, compiled on a cumulative basis, with annual additions. This would be sold either at a flat rate or on a service basis, according to the number of volumes added. The government-documents catalog would be separate. The annual cost for each participating library would be approximately \$1,000.

2. The subject bibliographic apparatus would consist of a series of seventy-six printed bibliographic services—two for each field—all properly co-ordinated with existing bibliographic tools and services. Each service would sell for \$15, or a total of \$1,140 as an annual cost for all.

THIRD SUMMARY

I. IDENTIFICATION CATALOGING

1. There would be a new recording device, consisting of a location symbol card (referred to hereafter as "l.s.c.") upon which are printed 1,120 numbers, each representing a library (see Fig. 1). Not more than a thousand numbers would be assigned at first.

2. The Library of Congress Union Catalog staff would file an l.s.c. after the main entry for all books now listed and then record the holdings of the thousand participating libraries, adding new l.s.c.'s for new entries as they appear and checking ownership for each on the l.s.c.'s.

¹ The author wishes to acknowledge the help of Mr. Joe Hare, Miss Victoria Siegfried, and Mr. Raynard Swank in the early stages of the plan. Without their stimulation and criticism the plan would not have been developed.

3. When the holdings of the thousand libraries were recorded, the Library of Congress Union Catalog would consist of all the titles owned by the thousand largest scholarly libraries, with ownership indicated for each title in all thousand libraries.

4. The Library of Congress would then publish the catalog, each l.s.c. following its entry card, in format similar to the Library of Congress *Catalog of*

the end of each twenty years the additions catalog cards would be interfiled with the basic catalog and a new basic catalog printed. All back issues of the printed catalog would be discarded.

6. Each of the thousand libraries would buy the basic and additions catalog and would keep a card catalog of the books added during the year following the last edition of the additions catalog—but only the ones published during the

1	45	88	133	177	221	260	309	353	397	441	485	529	568	601	637	681	725	769	813	857	901	945	989	1033	1077
2	48	90	134	179	222	264	310	354	398	442	486	530	566	602	637	681	725	770	814	859	902	946	989	1034	1078
3	47	91	135	179	223	267	311	355	399	443	487	531	567	603	639	683	727	771	815	859	903	947	991	1035	1079
4	49	92	136	180	224	268	312	356	400	444	488	532	568	604	640	685	728	772	816	860	904	948	992	1036	1080
5	49	93	137	181	225	269	313	357	401	445	489	533	569	605	641	686	729	773	817	861	905	949	993	1037	1081
6	50	94	138	182	226	270	314	358	402	446	490	534	570	606	642	687	730	774	818	862	906	950	994	1038	1082
7	51	95	139	183	227	271	315	359	403	447	491	535	571	607	643	687	731	775	819	863	907	951	995	1039	1083
8	52	96	140	184	228	272	316	360	404	448	492	536	572	608	644	688	732	776	820	864	908	952	996	1040	1084
9	53	97	141	185	229	273	317	361	405	449	493	537	573	609	645	690	733	777	821	865	910	953	997	1041	1085
10	54	98	142	186	230	274	318	362	406	450	494	538	574	610	646	691	734	778	822	866	911	954	998	1042	1086
11	55	99	143	187	231	275	319	363	407	451	495	539	575	611	647	693	735	779	823	867	915	955	999	1043	1087
12	56	100	144	188	232	276	320	364	408	452	496	540	576	612	648	695	736	780	824	868	916	956	1000	1044	1088
13	57	101	145	189	233	277	321	365	410	456	497	541	577	613	650	696	737	781	825	869	913	957	1001	1045	1089
14	58	102	146	190	234	278	322	366	410	458	498	542	578	614	652	697	738	782	826	870	917	958	1002	1046	1090
15	59	103	147	191	235	279	323	367	411	455	499	543	579	615	653	698	739	783	827	871	918	959	1003	1047	1091
16	60	104	148	192	236	280	324	368	412	458	500	544	580	616	650	699	740	784	828	872	919	960	1004	1048	1092
17	61	105	149	193	237	281	325	369	413	459	501	545	581	617	651	697	741	785	829	873	920	961	1005	1049	1093
18	62	106	150	194	238	282	326	370	414	460	502	546	582	618	652	698	742	786	830	874	921	962	1006	1050	1094
19	63	107	151	195	239	283	327	371	415	461	503	547	583	619	653	699	743	787	831	875	923	963	1007	1051	1095
20	64	108	152	196	240	284	328	372	416	462	504	548	584	620	656	703	746	790	832	876	924	964	1008	1052	1096
21	65	109	153	197	241	285	329	373	417	461	505	549	585	621	657	701	747	791	833	877	925	965	1009	1053	1097
22	66	110	154	198	242	286	330	374	418	462	506	550	586	622	661	702	748	792	834	878	926	966	1010	1054	1098
23	67	111	155	199	243	287	331	375	419	463	507	551	587	623	662	703	749	793	835	879	927	967	1011	1055	1099
24	68	112	156	200	244	288	332	376	420	464	508	552	588	624	660	704	750	794	836	880	924	968	1012	1056	1100
25	69	113	157	201	245	289	333	377	421	468	509	553	589	625	661	705	751	795	837	881	925	969	1013	1057	1101
26	70	114	158	202	246	290	334	378	422	469	510	554	590	626	662	706	752	796	838	882	926	970	1014	1058	1102
27	71	115	159	203	247	291	335	379	423	471	511	555	591	627	663	707	753	797	839	883	927	971	1015	1059	1103
28	72	116	160	204	248	292	336	380	424	472	512	556	592	628	664	708	754	798	840	884	928	972	1018	1060	1104
29	73	117	161	205	249	293	337	381	425	473	513	557	593	629	665	709	755	799	841	885	930	973	1017	1061	1105
30	74	118	162	206	250	294	338	382	426	474	514	558	594	630	666	710	756	800	842	886	931	974	1018	1062	1106
31	75	119	163	207	251	295	339	383	427	475	515	559	595	631	667	711	757	801	843	887	932	975	1020	1065	1107
32	76	120	164	208	252	296	340	384	428	476	516	560	596	632	668	712	758	804	844	888	933	976	1021	1066	1108
33	77	121	165	209	253	297	341	385	429	477	517	561	597	633	673	713	759	805	845	889	933	977	1021	1067	1109
34	78	122	166	210	254	298	342	386	430	478	518	562	598	634	674	714	760	806	846	890	934	978	1022	1068	1110
35	79	123	167	211	255	299	343	387	431	479	519	563	599	635	675	715	761	807	847	891	935	980	1023	1069	1111
36	80	124	168	212	256	300	344	388	432	480	520	564	600	636	676	716	762	808	848	892	936	980	1024	1070	1112
37	81	125	169	213	257	301	345	389	433	481	521	565	601	637	677	717	763	809	849	893	937	981	1025	1071	1113
38	82	126	170	214	258	302	346	390	434	482	522	566	602	638	678	718	764	810	850	894	938	982	1026	1072	1114
39	83	127	171	215	259	303	347	391	435	483	523	567	603	639	679	719	765	811	851	895	939	983	1027	1073	1115
40	84	128	172	216	260	304	348	392	436	484	524	568	604	640	680	720	766	812	852	896	940	984	1028	1074	1116
41	85	129	173	217	261	305	349	393	437	485	525	569	605	641	681	721	767	813	853	897	941	985	1029	1075	1117
42	86	130	174	218	262	306	350	394	438	486	526	570	606	642	682	722	768	814	854	898	942	986	1030	1076	1118
43	87	131	175	219	263	307	351	395	439	487	527	571	607	643	683	723	769	815	855	899	943	987	1031	1077	1119
44	88	132	176	220	264	308	352	396	440	488	528	572	608	644	684	724	770	816	856	900	944	988	1032	1078	1120

FIG. 1.—Proposed location symbol card

Printed Cards (unless a better technique is developed). This would be called the "basic catalog."

5. After printing the basic catalog, the Library of Congress would continue to record in it the new holdings reported by libraries and would keep a separate additions catalog of new titles (those copyrighted within the year) added by the thousand libraries, printing this at the end of the year. Entries for each succeeding year would be interfiled in the additions catalog, and this would be printed each year for twenty years. At

year. Older titles added would be checked in the basic and additions catalogs.

7. Merritt estimated in 1942 that there were then some 9,800,000 titles in American libraries.² Assuming this to be true, the first edition of the basic catalog might contain eleven million entries, or twenty-two million, including l.s.c.'s. The Library of Congress *Catalog of Printed Cards* contains 11,520 entries per volume. Thus, for twenty-two million

² Robert B. Downs (ed.), *Union Catalogs in the United States* (Chicago: American Library Association, 1942), p. 62.

entries, a catalog of some nineteen hundred volumes is indicated. This would occupy about 260 linear feet of shelving.

8. On the basis of the Library of Congress *Catalog of Printed Cards*, which cost \$600 for 160 volumes, or roughly \$4.00 per volume, the proposed basic catalog would cost about \$7,600. But there were only 500 copies of the Library of Congress *Catalog* printed, and there would be at least 2,500 copies of the proposed catalog printed. Some libraries would want more than one copy; and some nonparticipating libraries, especially foreign libraries, would buy copies. Thus, the cost per volume should be somewhat lower. The whole problem of cost would have to be worked out.

Estimates of the number of new titles published each year that are added to the thousand libraries are not available. Five hundred thousand would be an exceedingly inclusive guess. The actual figure would probably be much smaller. Half a million entries plus an equal number of I.S.C.'s would fill about 85 volumes, which at Library of Congress *Catalog* rates for 500 copies would be \$340. But, since 3,000 copies of the additions catalog would be needed, the cost might be expected to be lower. Presumably, many nonparticipating libraries would use this tool.

Thus, the basic catalog might cost \$7,600, and the annual additions catalog \$340 or less.

II. SUBJECT BIBLIOGRAPHIC APPARATUS

1. There would be two printed subject bibliography services for each of the thirty-eight major subject fields. (These represent the subject fields now included in the largest American university; the figure is subject to revision, depending

on how the definitions are drawn.) These services would be compiled and printed under the auspices of a bibliographic institute. One service would be for the undergraduate. It would list a few books and articles as introductions to the subject and a few books to be used in learning the tool subjects that must be understood before the subject itself can be approached. It would also list a number of titles that show the relations of the subject to related fields. And it would, of course, cover the subdivisions of the subject. The list would be highly selective and carefully annotated. It would be a tool for the young learner. One or two cumulated editions a year would probably be sufficient.

The second tool would be for the advanced student and the researcher. It would be a scholar's bibliography and would list all references that are relevant. It would be based upon and co-ordinated with existing bibliographic tools in the subject.

2. Both services or tools would be printed in cumulative form. Out-of-date and irrelevant entries would be dropped from each new issue. The compilation and editorial work would be done by librarians with specialized knowledge of the subject field concerned. They would work under the direction of a distinguished subject specialist.

3. All thirty-eight institutes could be located at the Library of Congress or each could be located at the university or special library having the largest collection and the most distinguished group of associated scholars in the field.

4. Each service would cost \$15 per year, or \$1,140 for all seventy-six.

5. The entire subject-bibliography project would be under the direction of a council appointed by the American Council of Learned Societies. Each in-

stitute would work closely with the learned or professional society concerned.

PROBLEMS OF ORGANIZATION AND PROCEDURE

1. IDENTIFICATION CATALOGING

A. For participating libraries:

1. Until someone could develop plans for co-ordinated ordering, each of the thousand libraries would continue to order its books as it did in the past, either on sheet order forms or on multicopy cards. When the book arrived from the American publisher or from a dealer, it would contain three printed catalog cards somewhat according to L.C. card form. The library would stamp its name and l.s.c. number on one and send it to the Library of Congress as evidence of ownership. The second card would be used to check ownership in the basic or additions catalog if the book were not published in the current year. If the book were of current copyright, the card would be filed in a catalog of books of the year. All editions of the catalog and the card itself would carry L.C. classification numbers. The third copy could be used as an added entry, for departmental catalogs; or it could be discarded. The same would be true of the second card if the book were not published in the current year.

An alternative plan would be not to buy cards from publishers but to use multicopy order cards for the same purpose. The drawback is that these would not have L.C. classification numbers on them.

2. Since the basic identification catalog would replace existing card catalogs, the contents of each of the thousand libraries would need to be recorded at the Library of Congress. For this purpose, each library could send in its shelf list

drawer by drawer, or it could microfilm its shelf list and send in the film. Whenever the regional library catalogs contain accurate and complete entries for the libraries they represent, their catalogs could be sent; but the holdings of each library would be recorded as such, not as holdings of the regional center.

3. Under this plan, each of the thousand libraries would be obliged to use the L.C. classification system as its classification. This would, in many cases, involve renumbering the books in its collection. Since the renumbering would be done from the basic printed catalog, the task would not be so long or so difficult as it would be for ordinary recataloging and reclassification. It would be renumbering, not reclassifying.

4. When libraries added books that did not come directly from American publishers and dealers, they could either type the three cards or, in the case of foreign books, secure the cards from the Library of Congress. If they used a multicopy system of order cards, these could be used. Many of the books added as gifts would not need to be entered in the annual additions catalog even though they were first copies. The university could check its number in the basic catalog. It would, however, have to report ownership to the Library of Congress in order that its holdings might be recorded.

B. For publishers:

1. The plan assumes that publishers would print cards for the books they publish and that they would pass the cost of the three cards (not over five cents) along to the libraries purchasing the books.

2. They would obtain the form for these cards in the following manner. When they apply for copyright, they would submit a statement including the author's name, full title, a paragraph

telling what the book is about, and other bibliographic items such as the number of pages. The copyright office would be prepared to arrange these facts on a card according to L.C. catalog form and also to add the L.C. classification number (this means, in effect, that the Library of Congress would do its cataloging and classification of new American books as part of the copyright procedure). From the copy returned by the copyright office, the publisher would print cards and include three in each book purchased by libraries.

C. For jobbers, dealers, and booksellers:

Retailers would have to assume the responsibility of supplying the cards for new books they sell to libraries.

It seems apparent that, if the thousand libraries were to centralize their cataloging and classification, they might well study methods of centralizing the costly aspects of buying books. This might mean having a central agency in one place that would do all buying for the thousand libraries. If so, the task of supplying cards would be much simpler than it would otherwise be.

D. For the Library of Congress:

1. The Library of Congress would first file one l.s.c. after each entry in its Union Catalog.

2. It would then assign the thousand numbers to a thousand libraries. (The card will contain 1,120 numbers. One hundred should be held free.)

3. Since the Library of Congress would use No. 1, it would check its own holdings and those for other libraries now recorded in the Library of Congress.

4. It would then record the holdings of the rest of the thousand libraries. Participating libraries would send enough catalogers to the Library of Congress to do this work in a short period of time.

5. It would then print the basic catalog, the l.s.c. following the entry on the page.

6. After the basic catalog is printed, the Library of Congress would add l.s.c.'s for its own collection and for the other 999 libraries as follows:

a) During the first year, all additions reported whose copyright date was previous to the current year would be noted in the basic catalog. New entries would be added when necessary.

b) During the first year, all additions reported whose copyright date was for the current year would be arranged in a separate alphabetical list. At the end of the year, this would be printed.

c) During the second and succeeding years, all entries reported whose copyright date was within those years would be added to the additions catalog, which would be printed at the end of each year. The additions could be printed separately for each year or cumulatively.

d) If publishers are to supply cards to libraries, it would be necessary for the Library of Congress to have cataloging and classification done as part of the copyright procedure. (This may be done at this time.)

e) The Library of Congress probably would continue to print and supply cards for foreign books. This part of the problem has not been thought out.

f) What the Library of Congress would do with its card service for libraries not included in the participating thousand is its own affair. Probably a new plan could be worked out for them based on an expansion of the H. W. Wilson catalogs.

g) The cost of the expansion of Library of Congress activities called for by the plan would be paid by the thousand libraries. Just how this would be done is a detail not of immediate concern; it

is a task for a cost accountant rather than for a librarian.

II. SUBJECT BIBLIOGRAPHY APPARATUS

1. The national council on subject bibliographic tools would choose and define the nature and scope of theseventy-six subject tools (two for each subject).

2. It would then decide whether the thirty-eight bibliographic institutes should be located at the Library of Congress or attached to university or special libraries. The latter plan seems more logical.

3. It would select a director for each service and give him a budget and personnel (which would, at first, consist of experienced catalogers who have had refresher training in the subject fields).

4. Each institute would make a careful study of the existing subject-field tools and, after that, would decide upon the kind of services to be developed. If these took the form of two printed books printed on a cumulative basis—one for the beginner and one for the specialist—the problem would be one of selecting the proper entries and preparing annotations for them. These would then be printed in the most satisfactory and inexpensive manner. Possibly the microprint process is relevant.

5. Each institute would be financed by subscription costs. Presumably, the services would be purchased by many American libraries not among the participating thousand and also by many foreign libraries. In fact, the institutes could easily and automatically be developed into international organizations.

6. If the institutes were located strategically throughout the country, it would not be surprising if they would become the mediums of a plan for library specialization.

7. Although, during the first years, selection of personnel would involve compromises, it is likely that a new kind of professional career would develop—that of subject-bibliography specialist. Such bibliographers would be an asset to the university to which they would be attached. They would be liaison officers between the universities and the learned and professional societies. They could be very helpful in pointing out needs for books and other learning tools.

SOME MISCELLANEOUS MATTERS

1. It should be understood that this plan means that the thousand libraries would disband their cataloging and classification departments, not because their work is valueless, but because the work can be done more economically on a centralized basis.

2. Serials cataloging would be confined to the *Union List of Serials* volumes. Admittedly, this calls for expansion in the union list; but since this is feasible, there seems to be no valid reason why libraries need duplicate records.

3. Some of the displaced catalogers could be absorbed in other library positions in their libraries. Some could be used on the Library of Congress Union Catalog staff. Some might develop into subject bibliographers and join the subject bibliographic institutes. Some would find other types of positions, although this seems hardly necessary.

4. It might be that the work of each order department would be increased somewhat to do the recording and reporting of holdings, but the increase would be small.

5. Which libraries would be included in the project? This question would have to be decided by the librarians themselves through the advisory board that

would inevitably become associated with the union catalog project. A preliminary check of the 1942 edition of the *A.L.A. Directory* suggests 583 libraries. Thus, it is almost certain that a thousand is a large enough number to work with. It is, of course, true that there are many titles owned by small libraries which would not be included among the participating thousand. Arrangements could be made whereby these libraries could record their unique holdings in the nearest large library, so that the titles would be recorded in the Union Catalog.

6. This plan relieves regional library organizations of the necessity of compiling regional catalogs. It permits them to become policy-forming organizations for the libraries in the region—a function which seems vastly more important.

7. If this plan is sound, similar plans could be followed in other countries or groups of countries, so that eventually the largest libraries could have worldwide coverage of scholarly records. The effects of this co-operation on breaking down barriers to international relations may be important.

8. We have ceased caring about putting large sums of money into unique

classification systems for libraries. The L.C. classification system is not perfect, but it is the best available and is widely used now. It would be strange, indeed, if we were to consider this problem worth much debate.

9. This plan opens up the possibility of library specialization in a natural way. Perhaps we should start specializing before creating the subject bibliography institutes. I think it would be wiser to let them develop naturally.

CONCLUSION

The preceding plan for centralizing library cataloging, classification, and subject bibliography compilation divides the problem into two parts: identification cataloging and subject bibliographic compilation. It suggests a device that permits the development of a true union catalog and outlines an organization to accomplish the task.

The plan is stated in outline form, with many problems unsolved and many objections unanswered. If the basic elements of the plan prove to be sound, the details and implications can be studied later.

THE CONTRIBUTORS TO THIS ISSUE

CURT F. BÜHLER: for biographical information see the *Library Quarterly*, XI (1941), 504. Mr. Bühler recently accepted an appointment with the Office of Strategic Services and is now overseas.

NATHALIE POLIAKOFF DELOUGAZ was born in Leningrad. She left Russia in 1919 and lived in France until 1942, when she came to the United States. She holds the degrees of Licenciée en Droit and Licenciée ès Lettres of the University of Paris and in 1944 obtained her B.L.S. degree from the Graduate Library School of the University of Chicago, where she is still studying. Mrs. Delouaz is employed as a senior cataloger by the University of Chicago Library.

ANDREW J. EATON is reference librarian at Lawrence College Library, Appleton, Wisconsin. On August 1, 1945, he goes to Louisiana State University, University, Louisiana, as chief reference librarian. For additional biographical information see the *Library Quarterly*, XV (1945), 148.

RALPH E. ELLSWORTH is director of libraries at the University of Iowa. For biographical information see the *Library Quarterly*, XII (1942), 764; XIV (1944), 60.

BRUCE SUTHERLAND was born December 6, 1904, in Philadelphia. He was graduated from Dartmouth College and received his higher degrees from the University of Pennsylvania. He worked on manuscript letters for the library of the University of Pennsylvania and as a reference and bibliographical assistant at Princeton University Library, and for the last ten years he has taught English literature at Pennsylvania State College, where he is now an associate professor. Mr. Sutherland is the author of *Maurice Hewlett: Historical Romancer* (Philadelphia, 1938) and of numerous articles on American, Australian, and English literary subjects in the *Modern Language Quarterly*, the *Australian Quarterly*, the *Southwest Review*, the *New Mexico Quarterly*, the *English Journal*, and other periodicals.

THE COVER DESIGN

A N AURA of mystery surrounds Jacob Bellaert. We know almost nothing about his personal life except that, as he tells us, he was born in the little seaport of Zierikzee in the province of Zeeland. He opened a printing establishment in Haarlem and on December 10, 1483, he finished his first book. This fact accords Bellaert the honor of being the first printer of Haarlem—that is, as far as contemporary records testify.

Legend, however, ascribes that honor—and the much greater one of being the inventor of printing—to Lourens Coster. And the advocates of the Haarlem claim to be the birthplace of printing have not failed to find connections between Coster and Bellaert. A bookbinder, Cornelis, is mentioned in Junius' account of the Coster legend. He is identified with considerable probability with the bookbinder, Cornelis, who is known to have sold a book printed by Bellaert. Bellaert's wood-engraver, it is also urged, had cut an edition of the block book, *Speculum humanae salvationis*, which, it is contended, Coster printed. Indeed, because Bellaert came to Haarlem in 1483, the year that Coster left the city, it has even been argued that Bellaert succeeded to Coster's business. In this account, however, we shall content ourselves with the facts as given by contemporary records.

Bellaert, when he opened up his shop, was provided with types and woodcuts, some of which were derived from Gerard Leeu of Gouda, with whom he was closely connected. For his first book, however, he needed a printer's mark. To engrave this, he obtained the services of a master known to later scholars as "the Haarlem Woodcutter." The mark reproduced

is the first extant and certainly identified example of the work of this master.

The mark consists of two columns which blend into an elaborate series of knots. From the knots is suspended a shield on which is the coat-of-arms of Haarlem. Below is a griffin supporting a blank shield on which the purchaser of the volume might paint his own coat-of-arms. About the mark is a removable border.

The Haarlem Woodcutter proved so satisfactory an artist that Bellaert employed him to illustrate most of his publications. And so well did the illustrator work that Bellaert's books are monuments in the history of art.

Bellaert's productions are all in the vernacular, addressed to the prosperous Dutch burghers. They consist for the most part of books of devotion and romances. Interesting is his lavishly illustrated edition of the Dutch translation of Bartholomaeus Anglicus' encyclopedia, *De proprietatibus rerum*.

After producing fifteen editions, Bellaert stopped printing in the summer of 1486. The Haarlem Woodcutter immediately took service with Leeu, who

meanwhile had moved to Antwerp. Later, he cut blocks which were printed by two other printers at Antwerp and by a printer at Zwolle.

Bellaert's productions are remarkable both as to their quality and as to their quantity for the brief period (less than three years) in which they were printed. Bellaert evidently had at his disposal a substantial working capital. Possibly in his establishment we may have an early example of a branch office. Bellaert may have been merely working for the prosperous printer, Gerard Leeu.

EDWIN ELLIOTT WILLOUGHBY

FOLGER SHAKESPEARE
LIBRARY



REVIEWS

The Administration of the College Library. By GUY R. LYLE. New York: H. W. Wilson Co., 1944. Pp. xv+601. \$4.50.

Here is a textbook planned for the course in college library administration commonly found in the first-year professional curriculum. As a teacher of the course in several library schools Mr. Lyle discovered the need for such a book. As a college librarian he knows the problems. He has admirably realized his primary aim of giving the student "a simple, logical and self-contained introduction to all aspects of library administration as they apply to college libraries." He distinguishes here the college library from that of the university and limits his treatment to the former.

It is a complete treatment. Government, organization, personnel problems, finance, the teaching service of the library, the encouragement of students' reading, the interpretation of the library program, evaluation—all receive attention. Separate chapters are devoted to the principal branches of the library's service. Arnold Trotter wrote the chapter on "Cataloging and Classification," Marjorie Hood that on "Circulation Work," and Paul Bixler the chapters on "Book Selection and Acquisition" and "Special Types of Materials." Lists of references conclude each chapter. Mr. Lyle and his associates have consulted, condensed, and quoted virtually every possible source and have added much new material based on visits to colleges and questionnaires on current practice.

The publication of this volume and its adoption as a text will mark a step forward in the effort of library schools to prepare students for this field of work. It assumes, throughout, the function of the college library as an agency of the college, a teaching agency, whose aims and procedures have value just so far as they express the aims of the college—an assumption which has not always been made in library schools. And it eliminates much of the interminable duplication of the readings in periodical articles and parts of books so often assigned.

The book's limitations are not its own but are those of any textbook and any course in ad-

ministration. The great majority of the students in such a course have had little or no experience with the problems in policy and routines presented and are hardly equipped to discuss them. Only a small minority of those students will, for some years at least, have much responsibility for dealing with the problems of more than one department in the college library. And many of the problems of policy discussed at length will be and should be decided differently in different institutions in accordance with local conditions and the character of the specific institution. A text of six hundred pages, under these circumstances, seems too long.

But this book will find readers outside the library schools. College librarians will appreciate the twenty-nine tables, many of them presenting for the first time comparable data on comparable institutions, may borrow some of the author's ideas for printed forms for the library program, and are sure to find Lyle's volume a useful reference to current judgment on many a matter of policy.

ROBERT W. MC EWEN

Carleton College Library
Northfield, Minnesota

Evaluation and Revision of the Library School Curriculum. By EDWARD A. WIGHT. ("Peabody Contributions to Library Education," No. 1.) Nashville: Peabody Press, 1945. Pp. v+64. \$1.15.

Under this title are presented the results of a survey started in the fall of 1941 of the curriculum of the George Peabody College for Teachers Library School, of which Mr. Wight was at the time of the report the acting director. The study was made possible by a grant from the General Education Board and was conducted by a survey committee composed of Miss Mary U. Rothrock, library consultant; Louis Shores, director of the library school; Mr. Brewton, director, and Mr. Harap, assistant director of the Division of Surveys and Field Studies;

and Mr. Wight. The faculty, as one step in the effort toward evaluation of the effectiveness of instruction, sent to the alumni a series of numbered phrases to set forth the specific objectives of the curriculum.

It seems allowable to compare this Peabody study with two other surveys conducted during the same period. First, the survey of the University of Illinois Library School, which was started in the spring of 1941 under the direction of a committee composed of Keyes D. Metcalf, director of the Harvard College Library, John Dale Russell, of the University of Chicago, and Andrew D. Osborn, also of the Harvard Library, with a grant from the Carnegie Corporation.¹ Second, the study begun in 1939-40 at the request of the dean by the alumni of the University of Denver School of Librarianship. In the latter case a committee of the alumni representing the first eight classes framed the questionnaire sent to the 228 members of the classes of 1932-39. Later this material was used in 1940-41 by Isabel Nichol, a member of the original alumni committee, as a portion of her Master's thesis at the University of Chicago Graduate Library School. In a summary of the study which appeared in the *Library Journal* she says:

First, the qualifications of the alumni and, therefore, their competence to judge the curriculum are open to question. It is quite possible that graduates of the school have not had occasion to make use of the subjects which they were asked to judge. The questionnaire itself contains restrictions which tend to lessen the value of the data obtained; undoubtedly the questions relate solely to the practical use of topics in the curriculum, omitting a consideration of the philosophy and principles inherent in librarianship. The makers of the questionnaire, themselves, are subject to criticism, for, as mentioned previously, their knowledge of the curriculum is dependent on their individual experiences in the school, which ranged from one to eight years previous to the question period.

Yet it can be said that the replies of the alumni are, in many cases, based on a sincere interest in the school, an interest far greater than that shown by the usual respondent to a questionnaire. Anonymity assured frank opinions, and insofar as library school graduates are competent judges, their answers reflect the practical value of the curriculum.²

¹ K. D. Metcalf *et al.*, *The Program of Instruction in Library Schools* (Urbana: University of Illinois Press, 1943).

² Isabel Nichol, "A Study of the Curriculum of the University of Denver School of Librarianship," *Library Journal*, LXVII (1942), 65.

The aim of these studies was the same in the main: to find out how nearly a library-school curriculum prepared for work in good libraries. Methods of teaching and course content, it was felt, should be modified if the consensus warranted. Changes were made at Denver on the basis of criticism whenever faculty and graduates agreed, and all controversial points were the subject for further experimentation.

The Denver School of Librarianship from its beginning in 1931 had experimented with a course called "Book Arts," which integrated under this name the courses traditionally taught separately in library schools as book selection, bibliography and reference, periodicals, and government documents. In this book arts course Denver has grouped these topics by subject and by functional use in libraries of different types—not by form of publication (e.g., reference book or periodical), or by publisher (e.g., the United States government), or by school, public, or college library. This combination was such a radical departure from the traditional curriculum that the authorities were interested in discovering how the Denver alumni approach to library problems was received by employers and how the alumni themselves evaluated the different parts of their preparation.

This book arts course was approved by the Denver survey and recently has had the approbation of Anne M. Boyd in her discussion of "Personnel and Training for Reference Work," where she says:

Since the reader, as well as the book, is a common center of interest of the book-selection and reference courses, would it not be desirable to integrate these two courses into one strong, economical, reader-centered course? . . . That such a course is possible has been demonstrated by the book arts course in the Denver Library School.³

Therefore, it is a disappointment to note that in the Peabody study the revised curriculum still follows the traditional lines with courses in reference and bibliography; book selection; information from books, the practice of reference in the school library; advanced reference and bibliography (for public and college libraries); selection of school-community materials; and problems of college teaching. The University of Illinois study shows the same general division.⁴

³ In Pierce Butler (ed.), *The Reference Function of the Library* (Chicago: University of Chicago Press, 1943), p. 257.

⁴ Metcalf, *op. cit.*, pp. 24-32.

The objections to this arrangement of course content are that the separation (1) adds to the expense in providing the faculty to teach so many different courses that have a common basis of book knowledge which can be applied to differing library communities and conditions; (2) leads to the confusion of "knowledge of the use of the [reference] book with knowledge of the use of the library collection," to quote again from Anne Boyd;⁵ and (3) does not follow the trend toward the subject approach to readers' problems which is made clear in Margaret Hutchins' *Introduction to Reference Work*,⁶ and appears throughout the articles presented at the Chicago 1942 institute on reference work.⁷

Two illustrations of this subject approach may show what is meant: (1) Several public and a few university library buildings have been constructed with the special subject divisional arrangement. In each such subject division the librarian utilizes the material adequate to solve the problem raised, whether the answer is in the card catalog, in the picture file, in the pamphlet collection, in a government document, in a reference book, in a periodical, in the most recent circulating book in that subject division, or in a combination of these sources. (2) In the modern school it is customary for the teacher, the pupils, and the librarian to discuss the next subject unit to be studied in the classroom. Then all the pertinent materials for the unit are gathered by the procedures described above and made ready in the library for the class.

Since the subject approach as a trend in modern library service is a characteristic of all types of libraries, it seems to this reviewer that the library school should teach the different subject sources (e.g., circulating and reference books, bibliographies, government documents, periodicals) together in one course regardless of whether the student is preparing for public, school, university, or special subject library.

This conclusion should lead to the development of new teaching procedures. In the Illinois study the problem assignment in reference and bibliography is criticized adversely—and deservedly so if it is still "the favorite method" in practice as described.⁸ However, many other de-

vices are known to have been developed in library schools. To mention only a few: separate questions on cards to illustrate the ready reference process are prepared, kept up to date, and not overworked; abstracting is taught and substituted for some other forms of annotations; bibliographies are prepared in the student's special field of interest or to fill actual calls from local libraries; and the use of a variety of special subject materials in answering requests such as are described above are taught and made applicable to different types of clientele even in the same type of library.

From the Peabody study the outline of core courses 405A-B and 504C ("Cataloging and Classification" and "Advanced Cataloging and Classification"), Tables XI and XII ("Frequency of Making Various Types of Catalog Entries by Graduates in School [and College] Library Work"), and the earlier discussion taken together do not clear the points at issue, partly because the amount of time allotted to each item in the outline is not indicated. The instructor in cataloging compiled a list of thirty-seven different forms of author entry which were sent for vote by the alumni, but other parts of the cataloging processes, such as subject headings and classification, were not included. The statement is made that

of the 37 forms of [author] entry included in the inquiry . . . only three were reported as having been made many times by more than ten per cent of the school librarians reporting. For more than half of the forms of entry, fifty per cent or more [school librarians] reported they had never used the particular form of entry. By way of contrast, only eight of the forms of entry had not been used by as many as half of the college librarians reporting.

Methods of teaching author entries would make the adverse criticism implied in the tables and in the statement quoted above either pertinent or inappropriate to modern conditions. The excellence of the current cataloging aids may not be fully reflected in some cataloging and classification courses, but it seems probable that no library school is at present limiting lessons to books representing any one form of author entry, such as "anonymous books—author known." If such courses there are, the implied criticism is pertinent. The criticism would be inappropriate if rules governing all types of author entry together with principles and philosophy of cataloging and classification are learned before any books are handled and if

⁵ *Op. cit.*, p. 253.

⁶ (Chicago: American Library Association, 1944), pp. 1-13.

⁷ Butler, *op. cit.*, pp. 18, 56, 61, 81, 199, 220.

⁸ Metcalf, *op. cit.*, pp. 42-44, 62-63.

⁹ Pp. 26-27.

the lessons that follow are taught with books illustrative of subject content regardless of type of author entry involved, be it corporate, personal, or anonymous. The kinds of author entry made by any one student in the class may vary then in the same proportion as in actual practice where in a large library probably nine out of ten books require simple entries and where in the school library evidently the proportion of "easies" is higher still. The advantage of the method described is that the attention of the student is directed not only to the author entry but also to classification and subject headings. In the Denver study, school and children's librarians ranked subject headings as first and simplified cataloging as second in practical value to them. Thus the criticism in the Illinois study that "the prospective children's librarian, circulation assistant, or school librarian feels strongly that less drill [in cataloging] is needed in preparation for such positions"¹⁰ has been partially met at Denver by teaching simplified cataloging as well as detailed cataloging, the students in the same class doing one or the other according to their choice of placement. Detailed cataloging recently has been limited to a third-quarter elective course where the students are grouped by type of library and organize themselves into catalog departments. Duties in each department are rotated, so that at times a student may be a clerical worker and at other times the head or an assistant in the department and have opportunities for administrative experience in determining policies as well as giving directions and advice and revising the work done by co-workers. While this is theoretic, it is practical enough to give the students preparation for actual cataloging positions.

In the revised outline at Peabody the classification units are open to criticism because the Library of Congress scheme has its only discussion in a third-quarter elective course, where Units I-VI are indicated, Unit II being classification, consisting of Cutter, Brussels, Bliss, and Library of Congress. This latter classification scheme is used in an increasing number of libraries of all types. Why then should it not be included in the core courses 405A and B and taught simultaneously with the Dewey Decimal classification? This is the practice at Denver, where a student classifies the same books in one lesson by the Decimal Classification and in the next lesson by the Library of Congress, in order

to get the contrast between the two, their good and bad points, and their suitability for different types of libraries. Seventy-five per cent of the catalogers in the Denver study voted that the Library of Congress classification had adequate and 25 per cent that it had too little treatment; 67 per cent of the children's and school librarians voted that it had adequate, 11 per cent that it had too little, and 22 per cent that it had too great emphasis. The Illinois study is silent concerning the problems of teaching classification.

In regard to the library administration courses, the statement from Peabody that "the unit on statistics has been dropped from this course [400A], although some attention is given to the statistical data compiled in the work of the order, accession, circulation, and other departments" may be compared with the Denver alumni vote on this unit—7 per cent voting that it received too little, 85 per cent adequate, and 8 per cent too great attention.

A need in the library administration part of the curriculum, as revealed by the Denver study, has to do with the whole problem of personality development and effective relations with the public. Forty-two per cent of the Denver graduates replied that inadequate attention had been paid to personnel problems during their library-school experience; 56 per cent felt it was adequate; only 2 per cent thought that it had too much stress. Under "personality traits," 23 per cent thought treatment was inadequate, 67 per cent adequate, and only 2 per cent too great. Over half (53 per cent) thought library publicity had not been stressed sufficiently; 46 per cent were satisfied, and only 1 per cent checked "too much emphasis" on this item. In the light of the disagreeable pictures drawn of librarians in current literature and films (e.g., Jacques Barzun's *Teacher in America* [1945], pp. 73-75), and of the criticisms by alumni from Denver and elsewhere, the courses in library administration could profitably be changed in emphasis from library technique primarily to the development of better personnel and public relations.

Some observations on teaching methods appear in this review under the discussion of the book arts and the cataloging and classification courses. Instructional methods are discussed in chapter iv of the Peabody study.¹¹ The topics voted upon as to value are "Voluntary

¹⁰ Metcalf, *op. cit.*, p. 61.

¹¹ *Op. cit.*, pp. 32-34.

Reading," "Required Reading," "Class Discussion," "Class Lecture," "Required Problems, Reports, Laboratories, etc.," and "Others." The general comments on the votes are followed by summarized suggestions from the graduates. The Illinois study devoted chapters iii-vi to this point, the latter chapter having the title "Suggested Improvements in Instructional Procedures."¹² One has to read carefully in the suggestions to find that pretests are devices known to library schools, although they have been used at Denver since its opening in 1931, and at Columbia over a period of years. Comprehensive tests are also among the suggested improvements, but they have been employed by the schools—for example, for fourteen years at Denver—although they are not mentioned at Peabody. The tutorial system suggested probably opens a new avenue to most schools. To that system could be added the quiz section where attendance would not be required but where the tutor would endeavor to answer questions raised by the group, not by the tutor. Investigations of teaching procedures in both library schools and other professional schools are urged. Class visiting by members of the faculty and the administrative officers, another suggestion, is now being practiced at Northwestern University in its new program in the liberal arts, where there are preliminary and follow-up meetings of the faculty members and joint planning of course content.

These three surveys are indicative of the many efforts being made in the library schools to improve the curriculum and teaching methods and to make their graduates capable of meeting the changing needs of the library profession. That there is still difference of opinion among those chiefly concerned is an encouraging augury for future success.

HARRIET E. HOWE

*School of Librarianship
University of Denver*

A Manual of University and College Library Practice. Edited by G. WOLEDGE and B. S. PAGE. London: Library Association, 1940. Pp. x+149.

This is a practical handbook of university library administration based on current practice

¹² Metcalf, *op. cit.*, pp. 35-83.

tempered by the wisdom of the authors. The basic data derive from the experience of the authors of each chapter, from the returns to a questionnaire issued by the Library Association, and from pertinent material in library literature, especially that of Germany and the United States. The result is further modified by the revision of the editors—one of whom visited nearly all of the university libraries of Great Britain in preparation for the task—and of a group of "assessors" who read early drafts of the chapters. The practice which underwrites the *Manual* is that of English university libraries with the exception of Oxford and Cambridge, whose peculiar distinction sets them apart in a separate class. From these specifications it is apparent that novel ideas and startling innovations lie outside the intent of the editors. The value of the *Manual* is found in its adequate and compact conspectus of the principles of university library administration, whose statement is informed with the good sense of experienced practicing librarians. There is little in the *Manual* which is not directly applicable to university libraries in this country; until a more comprehensive treatment of United States practice appears, it should serve us about as satisfactorily as it will our British colleagues.

In this country university libraries have relied on the faculty for expert advice in book selection. Latterly there has been some disposition to swing the emphasis of responsibility for selection to the library. This has manifested itself in the current concern for subject specialists on library staffs or for some co-ordinating officer in the library whose responsibility it would be to moderate the enthusiasms of the inveterate collectors on the faculty and to stimulate the more lethargic. Several references to the German *Referatensystem* in this work suggest useful historical background to this local tendency. Under this system (beginning about the middle of the last century) each German university library undertook to parallel in its own staff the subject expertise of the faculty and to assume more and more responsibility for the development of collections. This move was facilitated by the assignment of library funds directly from the ministry of education rather than from the university (a circumstance which might be duplicated in some measure in this country under a federal aid program). While Bonser and Hunt, writing on staff, quote Leyh on the *Referatensystem* with approval, Wilks (on book selection) draws attention to the problem

of providing adequate funds for the purchase of all the materials certain to be recommended by a staff of experts. Woledge in his historical introduction draws attention to this system as one of the evidences of independence in German university libraries which led eventually to a spiritual separation from the faculty and thus to the development of seminar libraries in which the real research work of the universities tended to take place. As library staffs in this country are strengthened, such a history is worth keeping in mind.

The observations in the chapter on government and finance (G. E. Flack) can be read with profit in this country. Although the form of government of British universities only roughly parallels that of American, this unfamiliarity lends emphasis to the author's comments on the relation of the library and the librarian to the faculty and the governing body. The British librarian's problem is to achieve a parity of status with the faculty in order to participate in faculty control of the university in the interest of the library, whereas his United States colleague often has to seek this end by establishing an appropriate basis of operation with his president, an official who has no counterpart in the British system.

Emphasis on the author catalog in the chapter on access and service to readers (R. Offor) should give support to local exponents of the divided dictionary catalog. While the value of a subject catalog "to any reader who is grappling with a subject of which he knows little, as every specialist must at times," is recognized, it is placed clearly in a secondary position in the mind of the writer and, presumably, in British practice.

The chapter on buildings (E. F. Patterson) reminds the reader by understatement that this manual was produced under conditions of war. "A new menace to libraries at the present," says the writer, "is possible destruction from the air by incendiary and high explosive bombs." He points out that buildings of the future will no doubt give attention to fire-, gas-, and bomb-proofing and that microfilm of irreplaceable books should be made as a precaution against the hazards of war. With recent experience in rocket bombing, this advice should not go unheeded on this side of the Atlantic.

DONALD CONEY

University of Texas Library

The United States Quarterly Book List. Vol. I, No. 1. Edited by JOSEPH P. BLICKENS-DERFER. Washington: Library of Congress, 1945. Pp. viii+64. \$0.35 per copy; \$1.25 per volume, domestic; \$1.75 per volume, foreign.

For many years college librarians have hoped for a book-selection aid which would do for them what the *A.L.A. Booklist* does for public librarians. Now with the publication of *The United States Quarterly Book List* their hopes are largely realized. College libraries should henceforth be relieved in great part of the haphazard development resulting from the indifference of some faculty members, the one-sided enthusiasms of others, and the bibliographical ignorance of still others. Interestingly enough, this list which carries so much promise for college librarians was not originally conceived with them in mind at all, yet they may well be the principal beneficiaries.

In 1936, according to the Foreword of the first issue, the Inter-American Conference for the Maintenance of Peace, held in Buenos Aires, recommended that "each American republic issue a quarterly bulletin, giving bibliographical notice of recently published works of a scientific, historical, literary, or artistic nature, to be distributed and exchanged among the republics by suitable government agencies." The Library of Congress was asked "to suggest procedures for implementing the recommendation"; accordingly, an editor and advisory committee were appointed and policies subsequently formulated. The list is limited to titles "published originally in the United States and available for general distribution." Emphasis is very definitely upon literary and scholarly publications, with most fiction, children's books, craft books and manuals, textbooks, translations, and reprints omitted. Each title listed carries with it full bibliographical detail, the Library of Congress card number, an elaborate annotation, and a brief biographical note about the author. The annotations, contributed by a large staff of specialists and authorities, are readable and informative. Major divisions of the list are "Fine Arts," "Literature," "Biography," "Philosophy," "Social Sciences" (including history), "Biological Sciences," "Physical Sciences," "Technology," and "Reference Works"; and the issue concludes with an "Index of Authors" and a "Directory of Publishers." The first number contains 132 entries, consisting of titles published during October, November, and Decem-

ber, 1944. According to the press release which accompanied Volume I, Number 1, it is anticipated that after the war each issue will contain at least two hundred and fifty titles.

Inevitably there will be omissions from the list; some publishers may be slow or negligent in reporting appropriate books, and some books may be left out because the advisory committee does not consider them as meeting its standards. Obviously, these standards are not the same as those which libraries of academic institutions must recognize, for the latter will necessarily have to purchase many manuals, textbooks, translations, and reprints. But the whole process of book selection in colleges and universities—and in public libraries, too—should be immeasurably strengthened because of this list.

This suggests a final comment on its cost. At the very low subscription price which has been set no library has an excuse to be without the list. Its publication is an event of first magnitude for librarianship.

LEON CARNOVSKY

Graduate Library School
University of Chicago

The Idea of Progress in America, 1815-1860. By ARTHUR ALPHONSE EKIRCH, JR. New York: Columbia University Press, 1944. Pp. 305. \$3.50.

The American people, long nourished on the tough pemmican of Puritan orthodoxy, drank eagerly from the cup of life proffered by a nineteenth-century awakening. Faith blossomed anew and animated the hearts and minds of the youthful adventurers who streamed across the Alleghenies and out into the rolling upland and prairies of the expanding West. It was a faith born of the eighteenth-century enlightenment and rooted in the philosophies of Condorcet, Priestley, and their contemporaries. Through its influence, optimism superseded rationalism, decadence gave way to hope, and men turned their eyes from the "worms of earth" to the glories of Progress. Man the individual and through him nations and the human race itself were held to be capable of unlimited improvement almost to the point of perfectability. Charles Sumner wrote in 1848:

Let me state the law as I understand it. Man as an individual is capable of indefinite improvement. Societies and nations which are but aggregations of

men, and, finally, the Human Race, or collective Humanity, are capable of indefinite improvement. And this is the Destiny of man, of societies, of nations, and of the Human Race.

It was "this confidence in Progress" that was to be "under God our constant Faith."

Supported by the seeming limitless opportunities offered by the opening of the frontier and fostered by an unprecedented development in applied science, such a dogma needed little encouragement to gain popular acceptance. In the years that stretched from the administration of James Madison to that of Abraham Lincoln, Americans believed as never before in the potentialities of their new nation. As Archibald MacLeish puts it:

The Americans had no questions about themselves. . . . They knew what men they were. They were the smartest, toughest, luckiest, leanest, all-around knowinest nation on God's green earth. Their way of living was the handsomest way of living human beings had ever hit on. Their institutions were the institutions history had been waiting for. If you had told them anyone else had a harder hold on the earth than they did, or anyone else believed in himself more than they believed in themselves, they would have laughed in your face. And gone on with their working.

The historical course of this dogma of progress Arthur Ekirch painstakingly traces from its philosophic origins in eighteenth-century French enlightenment, through its expression in the promise of the American political experiment, the anticipated rewards of material expansion, the advancing faith in science, utopian dreams and idealistic social experiments, and the conviction that universal education is the panacea for every evil. He has combed contemporary documents with an admirable thoroughness, as testified by more than thirty pages of appended bibliography, and spread before the reader an imposing array of quotations to demonstrate the truth of his contention that the concept of progress permeated almost every phase of American life, from the Peace of Ghent to the day when the guns of the Confederacy first fired on Fort Sumter.

This popular belief in the doctrine of progress was inherent in a number of major forces in America between the years 1815 and 1860. If this dogma grew, as it most certainly did, from eighteenth-century French and English authors of the age of enlightenment, it expressed itself most forcibly in the American faith in the early Republic as an ideal governmental pattern—a

growing trust in democracy that was not shaken by the failure of the European revolutionary movements of 1848. Fostered by economic ambition and rationalized by this belief in democracy, the idea of progress was used to prove that backward peoples, the Indians and Mexicans, must yield, forcibly when necessary, to the advance of civilization. To the expansionist's slogan of manifest destiny the dogma of progress imparted both historical perspective and the promise of future greatness.

Unequalled resources for material growth added weight to the argument for progress, while an expanding economy and a swarming population were used to demonstrate its truth. The pure science of the eighteenth century gave way to the applied science of the industrial revolution, and an age of unprecedented mechanical invention began. "It was this science," as Charles and Mary Beard have said, "not paper declarations relating to the idea of progress, that at last made patent the practical methods by which democracy could raise the standard of living for the great masses of the people." But these technological advances, so welcome to the rising industrialists, were feared by labor, and from this apprehension there grew the movements for new social systems and utopian experiments of a century ago. Through these programs for a better society, in the ventures of Brook Farm and New Harmony, in the doctrines of Lowell, Emerson, and Thoreau, as in those of the Fourierists and the early labor spokesmen, the dogma of progress ran as a conspicuous thread. But it may have reached its fullest and most nearly complete expression in the vigorous urge for universal popular education, and especially in the work of Henry Barnard and Horace Mann. Universal education was held to be the cure of every social ill and the most certain guaranty of continuing progress. It appealed to all manner of people: to the reformer it brought hope for the adoption of his schemes, to the underprivileged it meant the chance to rise in the economic scale, and to the favored classes it seemed to preclude the possibility of violent revolution. An educated people was regarded as essential to the vitality of American democracy, and it was conceived as the task of the scholar to insure this cultural progress. Like the daughter of Prescott's servant, America was becoming cultivated "up to the eyes . . . tiers état and all." Certainly, never before had the people thronged so eagerly to school.

These are but a few of the more significant ramifications of the dogma of progress which Mr. Etkirch traces in his comprehensive study. There were a great number of minor manifestations and cross-currents which cannot even be catalogued in a brief review such as this. Because the study is so comprehensive, it is all the more remarkable that its author has neglected completely even to mention the public library as an expression of popular enthusiasms for material and cultural progress. Quite rightly, considerable space has been devoted to the rise of the American lyceum movement, the growing popularity of the public lecture, and the development of mechanics' institutes. But more widespread and permanent than any of these was the urge for free tax-supported public libraries which began at about this time. Rooted in the social libraries which spread rapidly along the Atlantic coast during the last years of the eighteenth century, this demand for a readily available book supply was one of the most striking manifestations of the contemporary faith in cultural progress. It is doubtless easy for one whose major interest lies in the history of American library development to decry this omission, but it would seem nevertheless not unreasonable to assume that any student of American cultural growth would regret this oversight.

In the Introduction to the volume, Etkirch acknowledges his obligation to Merle Curti, at whose suggestion, apparently, the work was undertaken and who partially supervised its progress. This is not surprising, for every page of the text testifies to the influence of this outstanding historian of American culture. Not only is the point of view and the method of approach unmistakably Curtian, but the technique of piling quotation upon quotation is strongly reminiscent of *The Growth of American Thought*. Such an elaborate accumulation of supporting evidence makes of any book in which it is used a valuable source of information for other scholars and, of course, it protects the relatively inexperienced doctoral candidate from the charge of factual inaccuracy. But it makes for uninspiring reading, too; and, what is even more serious, the excessive use of supporting quotation tends to crowd out synthesis and to leave the reader with the feeling that the material has been but partially assimilated.

Yet, for all this, *The Idea of Progress in America* is, within its imposed limitations, a very good book indeed. From the standpoint of inclusiveness it is regrettable that the emergence

of the public library was neglected, and as synthesis the treatment is disappointing. But the work does demonstrate clearly the importance of its central theme as a driving force in mid-nineteenth-century American life, and it brings together in logical and well-organized form a great quantity of material that historians will unquestionably find useful.

J. H. SHERA

University of Chicago Library

Who Shall Be Educated? The Challenge of Unequal Opportunities. By W. LLOYD WARNER, ROBERT J. HAVIGHURST, and MARTIN B. LOEB. New York: Harper & Bros., 1944. Pp. xii+190. \$2.50.

This is another of the familiar series of analyses of "class" structure in this country which are associated with the name of the senior author. The basic procedures and findings of the analyses have been reported for New England in the "Yankee City" series by Warner and others and for the South in the study of caste and class by the Gardners and Davis. The present book, assuming the definitions and major implications of "class" contained in the parent studies, relates the concept to the functioning of the American educational system. Documentation is provided by the studies of Yankee City and Old City and by a similar analysis in Hometown, in the Middle West. In short, *Who Shall Be Educated?* is a study of the "class"-ifying function of formal education, for the most part prior to college, in the United States.

The American school system does many things. It furnishes employment for a large number of people; it relieves parents, especially mothers, of their children for a good part of the day; it acculturates and socializes students by providing them with common experiences and out-of-home associations; it informs and shapes the opinions of students; and it affects their relationship to the "class" structure of the society in which they live. This book is concerned with this last role of the educational system. It analyzes the function of the school system in affecting vertical mobility by helping some students to improve their status and by solidifying others within their own "class." The book illustrates this selective process in the American school system with reference to the choice of curriculum, the continuation of schooling, the

nondemocratic aspects of the school (such as student associations), and the nature of the teaching and administrative personnel. The book also contains a separate chapter on the function of education for the southern Negro. It concludes with the title chapter, in which the authors propose the educational program they think appropriate for American democracy. This program features "a broad, scholarship program," applied to the high school and beyond, to be financed by the federal government. (In their whole discussion of the desirable educational program, incidentally, the authors do not consider the function of education in furthering appreciation of "the full life" among the educated, regardless of their status.)

On the whole, the study is unfortunately repetitive; one feels that it has been padded to book length. Insufficient new data are introduced to support so ambitious an undertaking (in all, thirteen tables and one figure, of which eight were taken from previous studies). Anecdotal material, probably presented in order to "humanize" the findings for professional educators, add little to the soundness of the analysis as social science. The theses of the book might have appeared in a more compact form, together with suggestions for further research.

However, these and other critical remarks which could be made about the book as a contribution to social science should not detract from its specific relevance for educators and for librarians. Neither group views its institution sufficiently in these terms. For librarians, the importance of the book consists in its suggestion for the same sort of analysis applied to the library in the American social system. Simply following the leads of this book alone would be valuable. Thus one might study the social origins and psychological natures of librarians, in order to assess their effect upon the institutions they operate. And, more important, one might study the effects of reading upon social mobility and "class" structure. For example, the authors point out the frustrations of talented members of the low-income group who had to cut short their formal education; to what extent does the library minimize their frustrations by serving as a college surrogate? To what extent does the library aid in social mobility by providing either the vocational or the "cultural" tools necessary for such advancement? What kinds of people typically read such "class" novels as Marquand's books on New England or Lewis' on the

Middle West, and how do their reactions relate to their own "class" position? Whatever the specifics, the general point is that librarians should study the library as an institution with some relationship to social structure and social processes. Indeed, discovering just how much of a positive relationship does exist is, in itself, a basic problem.

BERNARD BERELSON

*Bureau of Applied Social Research
New York City*

The Public Looks at Education. (Report No. 21.)
Denver: National Opinion Research Center,
University of Denver, 1944. Pp. 40. \$0.25.

For this report the National Opinion Research Center asked three questions of a scientifically selected sampling of the nation's adults about their attitudes toward the public schools. The questions were: (1) Do the schools need more money to do a good job? Supplementing this, questions were asked concerning attitudes toward federal aid for education and the adequacy of teachers' salaries. (2) What is most important in education? (3) What should be changed in education?

Accompanying the charts and diagrams which record the answers to these questions are comments from educators, legislators, and laymen on the problems raised; charts prepared by the National Education Association showing trends in teachers' salaries, the comparison of teachers' earnings to the earnings of other groups, and a general comparison of teachers' salaries in the forty-eight states. Two pages of the report describe the research center itself and the methods used in the survey.

Some of the major attitudes expressed are the following:

Out of every 100 Americans—

- 54 think the public schools need more money "to do a good job."
- 58 believe that teachers are "paid too little for the job they are expected to do."
- 68 think that public school systems should be mostly controlled by the state rather than by the federal government, but
- 69 favor having "the federal government turn over a certain amount of money to the states every year for their schools"

When asked to name the most important things

children should get from their public school education, an equal number rank *academic subjects* and *character education* of first importance. *Vocational training*, *citizenship education* and *experience* in making *social adjustments* follow in order.

Of every 100 persons interviewed, 57 suggest no changes in the public schools as they are today.

That the report "exposes areas of ignorance and misinformation regarding education in the United States," this reviewer would agree. That it also points the way to, and indicates the need for, local studies of public attitudes toward the school program seems clear. That this "ignorance and misinformation" indicates serious isolation of the schools from the public is an inescapable inference.

One wishes that the survey might have asked how far the school alone is to be held responsible for character education, social adjustment, vocational training—yes, and even for academic subjects. One wishes also that a question might have been framed to ask about the educational impact of the community surrounding the school—how well the influences of the community are meshed to produce a total environment conducive to the best human growth. These are questions that thoughtful leaders must consider as they plan administration, finance, curriculums, and methods for education.

A breakdown of the responses shows serious differences in the attitudes of various occupational and economic groups and among people of different educational backgrounds. These differences need careful study, especially at the local level.

For those charged with the responsibility for the conduct of public schools, this survey should be a stimulus to take stock of the relation of the local school to the community it serves. Has the public been taken into full confidence regarding the aims, objectives, finances, methods, and problems of the local school? What channels are provided for regular interchange of thinking between school and community? What devices are established to sift the pleas of special interest groups against the good of the total community? By what means are the schools and other agencies of the community geared together so that they present an integrated program of educational experience, each supplementing the other in a total educational program? It is not enough for the community to understand the school; the school must understand the community and be shaped in part by it.

This survey presents some thought-provoking facts and raises many pertinent questions—which it, no doubt, was intended to do.

LESLIE E. BROWN

Madison, Wisconsin

Higher Education in the Postwar Period. Compiled and edited by JOHN DALE RUSSELL. ("Proceedings of the Institute for Administrative Officers of Higher Institutions," Vol. XVI [1944].) Chicago: University of Chicago, 1944. Pp. vi+169.

Probably at no time in its history has higher education been more unsettled than during the last ten years. In the early 1930's an era ended, and higher education began a searching self-analysis and re-evaluation, preparatory to the restatement of the goals of education and a revision of its structure to achieve those new goals. The present social catastrophe, the current ideological conflict, and the rude awakening from our isolated complacency added to the confusion at the same time that they made solutions even more necessary. This ferment produced a veritable flood of sound articles, convention speeches, and special reports, along with a great deal of trivia, duplication, and special pleading.

Higher Education in the Postwar Period, thirteen papers by representatives of all types of educational institutions, offers an excellent summary and survey for the harassed administrator or faculty member. In this symposium the probable immediate solutions to our current educational problems are beginning to emerge, and several of the husky new problems raise their heads. The principal value of the analysis lies in its practical consideration of the immediate post-war educational probabilities rather than the more distant and uncertain future. It is impossible to consider the papers individually, but a number of trends and surprisingly uniform conclusions that recur again and again make the pattern clear.

Higher education will be more democratic; more people will go to college, and the economic factor will become less important in the selection of students. Eventually more federal support will be necessary, but many steps can be taken before this comes. The junior college proposes free secondary education through the

junior-college level as an inalienable right of every young man and woman in America. Outside of new junior or community colleges and the scores of new Catholic colleges planned for after the war, few new institutions are anticipated, and present plants will have to carry enrolment increases of from 25 to 100 per cent over the highest pre-war enrolments. The problems that must be faced are chiefly financial or economic ones over which the institutions have only limited control, but the goal apparently is set. Unquestionably many academic problems also will accompany this expansion of the college clientele.

For social as well as other reasons, higher education must try to make its contribution to the solution of the world's problems. The recognition of this responsibility of higher education takes several forms: universities and junior colleges are tending to become service centers for their communities or regions; greater attention will be devoted to moral and social values; professional and technical curriculums are looking toward humanization of the professions and their intensified cultural significance; and the long-standing conflict between general and scientific education is being resolved partially by compromise on the part of scientism so that the two can work together. Institutions will become better oriented to their community or region; the field of adult education offers major possibilities and responsibilities. These changes seem to reflect social trends in America and are fundamental to successful democratic education.

In the attempted redefinition of liberal arts, two somewhat conflicting viewpoints are developed, but especially noteworthy is the probable increase of liberal arts principles in professional curriculums and state schools. The conflicting viewpoints are those of the traditional liberal arts college, which apparently will carry on without sweeping changes, and the university, which may be coming to accept a combination of liberal arts plus scientism or vocational-professional education. Perhaps the conflict reflects to some extent differences in facilities also. However, the liberal arts college apparently expects to retain strengthened citizenship, health, and geography subjects and also will improve its counseling program and broaden its curricular approach. The liberal arts college seems to have decided on its place and to have strengthened its faith.

In those colleges and universities which adopt the newer admissions procedures based

upon reliable testing plans, the change may have an almost explosive effect on conservative faculties. Other procedures popularized by the armed forces programs that appear certain of at least limited acceptance include the greatly increased use of visual aids and of objective measures of growth and achievement. One interesting by-product of these changes would be to give secondary schools freer rein in adapting their curriculums to local needs without paying so much attention to college entrance requirements. However, most institutions of higher education are conservative as well as conserving institutions, and these changes may be adopted rather slowly.

The needs of returning veterans receive frequent mention. Stressed are the needs for speed in readjustment, better and quicker evaluation of capabilities, and considerably improved counseling. It is estimated that 10 per cent of returned veterans will have some form of disability. Aside from the special services necessary to meet these needs, veterans will be taken into the regular curriculum as they choose.

The section on planning for teacher education is perhaps typical of the traditional teachers college attitude in its reiteration of faith in narrow specialization and techniques and its neglect of the broader problems of social, moral, and citizenship education in general. Typical of many other states, Connecticut has too many teachers colleges, but, contrary to the national trend, it proposes to do nothing about it. In response to pressure for more state-supported higher education and in an effort to make teacher education as broad and as closely related to community and regional life as possible, California recently changed its teachers colleges to arts and sciences plus teachers colleges, and there are frequent similar proposals in Virginia, Illinois, Texas, etc. It should be mentioned, however, that the subsequent American Council on Education study (*The College and Teacher Education* [1944]) offers little more on this problem.

Repeated several times was the belief that plant facilities have been overstressed in the past. The proposals for more extensive use of present plant facilities by holding classes from 7:00 A.M. to 10:00 P.M. six days a week, to accommodate expected enrolments after the war, may be a temporary measure for the immediate postwar years but could have very definite bearings on the library if the student's free time is to be used in part-time employment. Classes

to 10:00 P.M. would encourage and facilitate more adult education, however. A similar concept—that plant facilities may become less important as the university or college moves out into the community or region—is also advanced. On the whole, such concepts appear somewhat dangerous for public circulation. Few institutions seem to be completely satisfied for any length of time with their plants, and it may be questioned how far such ideas will win acceptance generally.

These are samplings of the range and interest of the volume. The entire book deserves wide distribution among educational administrators, faculty members, and librarians. Particular attention is called to the predictions of major expansions in visual aids and of a tremendous increase in adult education.

ARTHUR M. MCANALLY

Milwaukee State Teachers College Library

The University of Every Man. By JOSEPH A. BRANDT. ("R. R. Bowker Memorial Lectures," No. 9.) New York: New York Public Library, 1944. Pp. 27.

Are books the university of every man? What of those who do not have books? Or those who have them but do not read? Or those who in reading merely follow the styles and read what happens to be popular at the moment, who think and say of what they read only the popular things?

I take it that while books, like universities, are indispensable to the higher development of the intellectual life of man, it would be absurd to assume that they always work for genuine enlightenment.

Germany had books. No country in the world was better provided with publishers and booksellers, no people were more literate, none owned and read more books.

As Mr. Brandt indicates, this country learned nothing from *Mein Kampf*. What Germany learned seems clearly the opposite of what ought to have been learned. In spite of these considerations, I share Mr. Brandt's enthusiasm for books, for publishing, and particularly for the kind of publishing in which he has shown such brilliance and excellence—that of university presses. I wish the scope of the Bowker lectures had permitted him to go beyond the

early history, the types of organization, and the achievements of university presses and expand his ideas on the many subjects implied in the highly interesting title he has chosen.

What can be done to make books the university of every man? Are there any standards that ought always to be observed in making books? Can standards be of such nature and applied in such manner as not to limit freedom? Are all kinds of freedom in publishing equally desirable and equally practicable? Is there in prevalent methods of selecting manuscripts for publication anything comparable to the processes of censorship? Are there any ideas or information so unpopular that publishers avoid manuscripts containing them? Is it not true that ideas and information that seem of no importance, that nobody is interested in, sometimes later, perhaps when it is too late to avoid catastrophe, reveal themselves as of the greatest importance? Why were books so impotent in making this country aware of the dangers growing in Japan and Germany in the period 1931-39? Are publishers and the public any more capable of dealing with problems of this kind than they have been in the past? Do university presses have any special obligations in connection with questions of these kinds?

I suppose the primary object of intellectual activity is the establishment of a basis for the exercise of foresight. How much are university presses contributing in this way? I do not know of even one university press book that had any perceptible effect in either warding off or preparing the country for Pearl Harbor.

W. T. COUCH

Director

University of North Carolina Press

The Regional Library Experiment in Massachusetts in Relation to the Library Situation in the State: Report of a Survey for the Massachusetts Board of Free Public Library Commissioners. By H. MARJORIE BEAL, ETHEL M. FAIR, and JULIA WRIGHT MERRILL. Boston: Division of Public Libraries, Massachusetts Department of Education. (200 Newbury St.), September, 1944.

This is a survey for which the surveyors spent four days observing the present regional organization in Massachusetts and five days in Boston conferring with local librarians and repre-

sentatives from state agencies and in preparation of the final report. The purpose of the survey was to have "experts in extension work to consider the present regional library organization against the background of library conditions in the state with the view of submitting recommendation both for immediate and long-time programs." Emphasis must be given to the brief amount of time spent studying conditions. The survey was not intended as an intensive study, and the recommendations are general in scope.

It should be remembered that Massachusetts has a most uneven population distribution, for although it ranks nationally as the second most densely populated state, the rural population in towns of less than twenty-five hundred is greater than that in Vermont or New Hampshire. This fact immediately poses serious questions. As is aptly stated, the Massachusetts library problem consists of assuring to the multiple small units the organized strength of urban unity without destroying the quality of the culture of the small, self-respecting community; and of so encouraging the co-ordination of the libraries in the densely populated areas as to afford to their citizens the most highly developed services possible.

The recommendations are: (1) continue and greatly develop the three regional services now in operation; (2) experiment with other types of co-ordinated service suggested as applicable to Massachusetts libraries; (3) extend regional or co-ordinated library service throughout the state; (4) develop further the Division of Public Libraries; (5) strengthen the library personnel of the state; (6) provide the necessary financial support; and (7) proceed from the present survey.

Each point made by the surveyors is developed and expanded. It is not always clear either how the recommendations could be put into practice or from whom the initiative should come. Be that as it may, under proper leadership library services in Massachusetts may be strengthened and increased. It is axiomatic that until the Division can be given additional funds which in turn will provide for an adequate personnel, the projects set for this survey will not be initiated by the Division.

The surveyors very neatly sum up the problems of the state in their final recommendation, wherein they outline a program which stems out from the survey. Wisely, they encourage widespread discussion of problems of library

service among all interested parties—the commissioner of education, the Board of Free Public Library Commissioners, the Division, the Massachusetts Library Association, trustees of libraries, and, above all, all librarians. Urged also is the study of library goals; the gathering of fundamental data; the differentiation of areas; interests in common with other state-wide movements; the peculiar problem of school libraries in Massachusetts; costs of library service; a state-wide program; and a legal framework necessary for any changes.

It is to the credit of the Board of Free Public Library Commissioners to have made this start, and it will be to the credit of Massachusetts librarians if they can, within five years, report definite progress.

EMERSON GREENAWAY

*Enoch Pratt Free Library
Baltimore, Maryland*

Babel's Tower: The Dilemma of the Modern Museum. By FRANCIS HENRY TAYLOR. New York: Columbia University Press, 1945. Pp. 53. \$1.00.

The six brilliant and honest essays which make up this little book have already dropped like a bombshell into the complacency of the art-museum world. For the director of the Metropolitan Museum of Art has seen with a devastating clarity that our institutions have not been living up to their public responsibilities. "We . . . have reached a point where we must make a choice of becoming either temples of learning and understanding . . . or of remaining merely hanging gardens for the perpetuation of the Babylonian pleasures of aestheticism and the secret sins of private archaeology," he states in his first essay and proceeds to show through a brief summary of the origin and growth of institutions how the American art museum finds itself in this dilemma.

Mr. Taylor has little use for the cloistered scholar or the introverted aesthete in the museum; he finds the one wound up in his own cocoon of pseudo-scientific classification and verbiage and the latter inhabiting an ivory tower of taste which has no foundations in human life and its values. He savagely attacks German art historians for their a priori theorizing and ceaseless quarrels over attribution and iconography.

Here he tries to distinguish between the Teutonic mind which produced the scientific museum out of the collection of curiosities called a *Wunderkammer* and the southern intellect which, in fathoming the *galleria*, foretold the modern gallery—which he feels has lost its original humanistic purpose of interpreting man's art to man. This section of the book will be challenged by some who may be able to show that both institutions grew up side by side in most countries of the Renaissance world.

The American art museum, itself a child of nineteenth-century liberal thought, must return to the public. It must become a visual reference collection of cultural history. It must join scholarship and humanism so that the man in the street may have the opportunity to learn rather than be high-hatted within its walls. After all, support comes from the public, and curators should be first and last public servants. Mr. Taylor sees the opportunity of our generation as interpretative and expository rather than acquisitive. Looking over the vast public collections of America and the important number of buildings which house them, he rightly insists that their contents, socially employed, can strengthen the democratic will rather than thwart it. In passing he puts in a good word for the museum trustee, who he feels has often been accused of crimes for which the museum staff itself should be held responsible, and points out truthfully that scientific museums during the past few years have taken steps to discharge their public debt while the art museums have on the whole remained quiescent.

I can seldom agree with Mr. Taylor when he speaks of modern art, and to me his remarks on the tendencies of recent artists to embrace undigested archeological motifs seem superficial and offside. On the one hand, he states that "it is not for us to judge too hastily the aspects of moments of our life which they [the creative artists] seek to record." A little later we find him dismissing Picasso's "Guernica" with a wisecrack which shows how little he understands it.

Though leveled at the profession, *Babel's Tower* should be read by those concerned with the role of culture in the postwar world. Hard-hitting, witty, epigrammatic, controversial, it states a universal problem: how to bring order and genuine synthesis into the vast accumulation of knowledge which we now possess. Focused though it is on the art museum, Mr. Taylor's eloquent attack should stir up thinking

comment in many fields. After all, we museum workers are not the only ones quaking in our intellectual boots.

DANIEL CATTON RICH

*Director of Fine Arts
Art Institute of Chicago*

The Humanities in Higher Education in the South: Report of a Conference Held at Vanderbilt University, July 24-29, 1944. Edited by EDGAR H. DUNCAN. Pp. xii+50. \$0.25.

The Vanderbilt Conference on the Humanities, attended by fifty delegates from thirty-two southern institutions, was "the first of a series of three conferences planned by Southern educational leaders for a discussion of the problems confronting makers and administrators of programs of liberal education in the South." The theme—especially as it concerns college education in the South—was "The Humanities: Their Opportunities and Obligations in Higher Education in a Democracy." In general, however, the present *Report* is addressed to all persons "interested in strengthening and advancing the cause of the humanities in American higher education." Similar conferences on the social and natural sciences, to be held at the University of North Carolina and the University of Georgia, are planned for the near future.

The Humanities in Higher Education in the South is at once a summary of accomplishments and a charter for future progress. It is a fair, unbiased attempt to present shortcomings and inadequacies as well as to offer boldly suggestions for growth and improvement in humanistic education. It concludes on a high note of challenge to all who would wish to maintain and strengthen the position of the humanities in American education: "Fine words of themselves will not get us anywhere. Protestations of great faith in the humanistic disciplines will die with the eloquence that uttered them. Faith and work are necessary if the humanities are to become stronger in the educational life of our country."

Specifically, the four major benefits to be derived by an individual from a study of the humanities are (1) enjoyment, (2) breadth, (3) judgment, and (4) strength. By enjoyment is meant the constant and pleasurable concerning of one's self with worthy ideas—"something

beyond escape to either exquisite irrelevancy or to flippant, infantile, and vulgar folly." Breadth suggests universality of interest in all knowledge, new or old, commonplace or divine. Judgment is the ability to discern and evaluate wisely—to know instinctively, as it were, the truly right in things and men. And strength, which binds together enjoyment, breadth, and judgment, implies a fusion of all the qualities of man which promote all virtues and heal all weaknesses. To accomplish these aims humanistic instruction must involve historical and philosophical perspectives, religion, the fine arts, language and literature—yet it must never cease advising and planning with the natural and social sciences: by means of co-operation only will man discover "how he came to be what he is and how he may be what he is not yet but can and ought to become." Since no particular brand of intellectual curiosity or cultural or philosophical history can claim dominance over another, an open-minded attitude toward all must be maintained. Only by synthesis, co-ordination, and integration will valuable insights be gained.

In this plan the teacher of the humanities occupies a pivotal position. Upon his shoulders rests the greatest responsibility. For he is, after all, the one who "through native endowment, through education, through vital social living, and through professional growth has achieved for himself the goals of humanistic education and who is able to bring this achievement to pass in his students. He is a practicing humanist with a passion and the power to humanize others." Into his work he must bring a thorough knowledge of his subject, a zeal for independent study and research, a knack of stimulating intellectual curiosity, a proper methodology of teaching, a genuinely appealing personality, and, as President Bowman of Johns Hopkins University once wisely said, "something more than proficiency in a small sector of a great subject."

The Humanities in Higher Education in the South does not soar to lofty philosophical heights throughout. It gets down to earth to deal with the commonplaces of curriculum organization, subject matter, the arts and sciences in liberal education, departmentalization, evaluation, synthesis, and other everyday problems of the college administrator and teacher. The conferees who met in Nashville are aware of the present status of the humanities; they realize well the strength of the forces now marshaled against them. They know that until fairly re-

cently, as time goes, the humanities were the subject matter of all liberal studies. But they have seen inroads, many inroads, made into their provinces. Now, they say, something must be done about it.

If the humanities exist for the sole purpose of promoting exalted thought and being, they have yet a long time to serve—no one doubts that. Yet the time has come, as the conferees acknowledge, for them to realign their forces, to synthesize, to correlate, to render vital what was once inert, always to the end of evoking at last a more balanced, more proud and penitent, more humorous and sympathetic, more rightly sensuous, more resourceful and imaginative, more stalwart and stable, more competent, wise, and noble man. This is the goal of the humanities always; and this is the sort of man whom our society now in the United States of America must somehow get hold of or must tragically suffer.

So fair and disarmingly candid is this *Report* on the humanities that it is doubtful if the strictest vocationalist—let us say, as opposed to the humanist—could well find cause for untoward criticism. Under such leadership liberal studies in the South are destined once again to play a significant role, and soon. Together with the forthcoming reports on the natural sciences and the social sciences this competent and sane study should do much to modify and fortify the course of liberal education, not only in the South, but in the nation.

W. STANLEY HOOLE

University of Alabama Libraries

The Development of Library Resources and Graduate Work in the Cooperative University Centers of the South: Proceedings of a Conference of Graduate Deans and Librarians Held at the Joint University Libraries, Nashville, Tennessee, July 12-14, 1944. Edited by PHILIP G. DAVIDSON and A. F. KUHLMAN. Nashville: Joint University Libraries, 1944. Pp. viii+81.

This significant booklet sets forth the exceptionally interesting results of a conference held in Nashville during the past summer "to explore and define the opportunities for the development of library resources for research and the improvement of advanced graduate instruction and research in . . . university centers through cooperative effort." It was the purpose of the conference to evolve "basic or guid-

ing principles for the coordination and integration of efforts and resources in each university center."

The term "university center" is defined as "the product of voluntary association or co-operation among neighboring institutions of higher learning and libraries strategically located to render a significant regional service. The purpose of such cooperation is to improve the opportunities in each center for advanced education and research, and for library and cultural development."

This report of the discussions is not a *Proceedings* in the usual sense. One cannot determine from it, except in a few instances, who said what, and when, and it is a little difficult to tell, particularly in the Introduction, what part of the text emanated directly from the conference and what part is background supplied by the editors for a rounded presentation in print.

An informative initial background section is followed by a section on the essential organization of library agencies to serve the university center, including among them all the major types and kinds of libraries now in existence. This is followed by a section on opportunities for concerted library action at the research level and then by a consideration of co-operation in advanced instruction and research, reports of committees, and an excellent summary which succinctly recapitulates for the busy reader the major points of discussion. A particularly valuable feature of the report are six appendixes, four of which present detailed statistics of college and university libraries in the South. These appendixes undoubtedly helped bring to the conferees a clearer understanding of the problems they were discussing. Certainly they greatly aid the reader in getting the full flavor of the conference and an accurately comprehensive picture of the college and university library situation in the entire South.

The discussion throughout makes it clear that the four centers represented in the conference—New Orleans—Baton Rouge, Durham—Chapel Hill, Nashville, and the University Center of Georgia—are thought of in very inclusive terms. Public libraries, special libraries, state archives, and especially the state library are considered as having a definite responsibility in co-ordinating and integrating their work in such a way as to facilitate the accumulation of research materials available to the faculty and students of the centers. Particularly significant is the emphasis placed on the responsibility of

the state library for accumulating state and local documents and newspapers and providing the centers with state documents for exchange purposes. In return, it is said to be the duty of all persons connected with the centers to assist the state library and arouse the citizens of the respective states to support them properly.

One point at which this reviewer differs sharply with the views expressed in the *Proceedings* is the criticism (p. 18) of the American Library Association for the major emphasis it has placed on the state library (at the expense of its other activities, it is implied) as an agency for extending library service to all the people of the state and especially those in rural areas. This A.L.A. policy is fundamentally sound. In those states, such as California, where it has been most effectively carried out, higher education is everywhere definitely benefiting through an enlightened citizenry which not only understands but generously supports *and uses* higher education and research in their manifold aspects. With all the people informed, not only will there be better material feeding into the higher educational institutions at the bottom, but the individuals responsible for the educational work of the centers will need to be less concerned about the loss of important local documents through carelessness, indifference, and ignorance.

While the four centers represented in this conference are interesting and highly significant developments, amply deserving the generous support that they have had from foundations and individual philanthropists, they constitute, from the standpoint of the South as a whole and of the nation, a limited concept, placing what is perhaps undue importance on certain geographical centers which do only a part of the educational work of the South. This is emphasized by the fact that, of the some eight million volumes owned by the thirty-nine southern libraries represented in Appendix III, only approximately one-fourth are in the libraries of the four centers included in the conference. Similarly, of the almost one million dollars spent annually for the support of the thirty-nine libraries, only approximately one-third is spent by libraries of the four centers.

It would seem that any truly satisfactory mobilization of library resources to support higher educational effort in the South, or anywhere else, will need to be all-inclusive, channelling the co-operative work, growth, and development of the various institutions and their

libraries through central agencies which will not only mobilize all library resources, public and private, but service them for the benefit of everyone, from the humblest citizen to the most erudite scholar, be he located in an educational center or in an outlying small and possibly obscure college.

It is true, as Mr. VanMale stated in the conference, that bibliographic centers do not fit in with the *university* center, as discussed at the conference, but bibliographic centers or some similarly all-inclusive agency, equipped to mobilize, marshal, and guide the co-operative development of all library resources of a region, for the benefit of all the people, and not just for the higher educational institutions, do answer regional and national cultural needs in a way the comparatively restricted centers considered in the conference cannot possibly answer them. This reviewer hopes that the South and the entire nation will eventually be well served by a series of regionally supported centers of this kind. If such a development does come, the four centers represented in this conference might very well expand their library activities to this all-inclusive status, promoting the co-operation of all the libraries in their respective areas, but with the important difference that this promotion would not be for the benefit of any one center but of an entire region and for all the varied purposes for which books are used.

The most important and pregnant fact about this conference is that it included the active participation of the graduate deans of the various institutions represented. Much of our college library co-operation in this country has proceeded in a sort of a *cart-before-the-horse* fashion, with librarians trying to co-ordinate and organize their activities when the institutions they represent are not co-ordinated and integrated. This Nashville conference is one of the first instances, if not the first, where the problems of regional college library co-operation have been approached in the proper relationship. While no revolutionary progress was made toward further co-operation, and the difficulties of full-scale institutional co-operation are implied throughout, the conference does represent important spadework from which all persons and institutions participating in it, as well as those of us who learn from these convenient and well-written pages what took place, can benefit very directly. Similar conferences, whenever and wherever held—and this should

not be too infrequently—should certainly follow this southern precedent of approaching the problems of co-operation on an all-institutional basis. Only so can sound progress be made.

WILLIAM H. CARLSON

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School Libraries for Today and Tomorrow: Functions and Standards. Prepared by the Committees on Post-war Planning of the American Library Association Division of Libraries for Children and Young People and Its Section, the American Association of School Librarians, MRS. MARY PEACOCK DOUGLAS, Chairman. ("Planning for Libraries," No. 5.) Chicago: American Library Association, 1945. Pp. x+43. \$1.00.

"The school library may be considered a twentieth-century development," but there were libraries in schools before that time. However, they were primarily collections of books, usually to provide "outside reading" for English classes, with little concern for services to the students. Today the library is a service agency.

"The description of school libraries for today and tomorrow in the form of this statement of functions and standards is designed as an aid in such revaluation [of existing programs] and as a guide in the improvement and extension of library service in schools throughout the United States." It is planned primarily for the administrator who is responsible for the selection of adequate staff and for the provision of space and budget necessary to carry out the work of the library. A brief survey of the development of the school library is given, and the place of the school library in education today is sketched. The following chapters are "Service to Pupils and Teachers," "Standards of Personnel," "Book Collection and Other Library Resources," "Housing the Library," and "Administration, Supervision, and Extension." Though it is mentioned that these standards represent the minimum, to many librarians they are goals to strive for rather than a base from which to expand. It should be useful to have such a compact statement which can be presented to superintendents and principals to back up requests for adequate facilities.

These standards are primarily quantitative.

Qualitative measurements are implied in the discussion of the book collection. Stress is laid on the importance of a professionally trained staff which can be expected to acquire and maintain a collection of satisfactory quality.

Two appendixes give "Summary of Quantitative Standards Suggested for School Libraries" and "Suggestions for Library Housing." It seems unfortunate that the statement of the need for additional space and personnel when the library is also used as the study-room did not appear in the chapter on "Standards of Personnel" but only as a footnote to the table in the appendix.

It is recognized that the standards submitted herewith must be considered only tentative. . . . They represent minimum essentials in budget, staff, and facilities. It is hoped that boards of education and superintendents of schools will not only utilize these standards as budgets are prepared, personnel is engaged, and facilities are provided, but that they will also recognize the importance of moving steadily forward so that the library may truly become a community center of the world's best thinking to which citizens and children may have access [p. 2].

MABEL E. JACKMAN

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The Librarian and the Teacher of Home Economics. By FRANCES HENNE and MARGARET PRITCHARD. ("Experimenting Together," No. 4.) Chicago: American Library Association, 1945. Pp. vi+63. \$0.75.

The fourth pamphlet in the "Experimenting Together" series places greater emphasis than the preceding pamphlets upon projects and activities which do not focus upon reading but which demonstrate incidentally the value of books in helping students to meet certain desirable goals of effective living in a democracy.

The librarian and the teacher of home economics in the University High School of the University of Chicago describe the various projects which they worked out together to develop in their students initiative, judgment, and ability to recognize problems and to master the technique of problem-solving.

The material is well organized into seven chapters, each of which gives a clear picture of the particular project or situation at University

High School with the educational implications which would enable the reader to adapt the idea for use in other schools and even in other subject-matter fields. The home economics department tries to take advantage of every opportunity offered within the school to give students actual experience in applying the information learned in the classroom, such as planning and directing school social functions, helping to redecorate some part of the school, and exercising consumer judgment in the actual selection of goods for the school.

Chapter ii describes in detail the project of the ninth-grade home economics class in redecorating the library. In group consultation they decided to concentrate on "(1) brightening up the library and producing a more cheerful atmosphere by the addition of color; (2) planning new and more functional units for the vertical files, for the card catalog, and for the magazines; (3) providing interesting and useful bulletin boards for temporary and permanent exhibits; (4) selecting new pictures and posters for the library and arranging more effectively and attractively those already on the walls; and (5) experimenting with rearranging the furniture so as to depart from the conventional placement of tables and chairs. These several features resolved themselves into three areas of activities—reconstruction, painting, and picture selection and hanging."

The problems involved in reconstruction caused the students to give careful thought to such matters as elimination of unused books and the rearrangement of the card catalog unit and the vertical files to provide needed space. The entire student body participated in the selection of three new pictures for the library. The art teacher co-operated in this part of the project by helping a committee from the home economics class select a group of pictures for exhibit in the library from which students made their choice by ballot. Evaluation was made by means of class discussion and written examinations testing the students' grasp of the principles involved and also through the librarian's observation of the favorable reaction of the students and faculty to the changed appearance of the library.

Other student projects, such as exhibits of work done in the home economics classes, special bulletin boards, book fairs, and flower-arrangement contests, are discussed in chapter iii, with emphasis upon the student-center aspects of the library. The book fair offers an

excellent opportunity for all teachers to participate in library activities by offering individual guidance to students along the line of the teacher's hobbies as well as subject-matter fields.

The respective responsibilities of the teacher of home economics and of the librarian in a co-operative program are outlined carefully and thoroughly in chapter v. This discussion would serve as an excellent guide to the establishment of a mutually beneficial relationship between a librarian and a teacher of any subject. The much-discussed problem of classroom visits by the librarian is capably treated.

Some general principles of book selection, as well as devices relating primarily to the selection and handling of home economics books, are discussed in chapter vi. Such problems as classroom libraries and purchase of duplicate copies for the central library, instruction in use of library tools by home economics teachers, and participation of students in the selection of books for the school library are included.

"Integrated Arts: A Trend for the Future" is the subject of chapter vii. "This experiment is being undertaken with the intent of demonstrating that the activities and experiences of pupils in art, home economics, shop, printing and language have many common elements and that what students learn in these areas is related, cutting across two or more subject fields which become more meaningful to students when correlated." The example is given of clothing designed by the student in the art department and actually constructed by her in the home economics department. A very important need is the organization of a combination planning-room and reference library with reference material near by and so arranged that students can locate information quickly and independently.

Appendixes include a core collection of books for home economics found in the University High School and a suggestive list of sixty books of fiction, emphasizing individual, family, and social relationships.

Two experienced home economics teachers reported to the reviewer that the detailed description of the library redecoration project was especially helpful. They liked the fiction list, but felt that the core collection was of less general value because it would so soon be out of date.

Although a vast amount of detailed information and much educational philosophy is included, the organization of the material is so

logical and the style so clear that the pamphlet makes interesting reading besides being a valuable professional tool.

MARTHA PARKS

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The Oneonta Experience in Building a Professional Education Sequence: An Interpretation of One Part of the New York State Program for Educating Elementary School Teachers. By ERNA KASKE. Menasha, Wis.: Collegiate Press, 1944. Pp. xvi+244.

The account of the "Oneonta Experience" is a story of how one teachers college experimented with overcoming professional compartmentalization in teacher-training. Over a period of years it gradually eliminated the multitude of segmented courses, introduced a sensible relationship between theory and practice, and explored the ways of challenging students to take a hand in planning for and appraising their own professional growth.

Three aspects of work are described. The major part is the story of curriculum development. The planning of an integrated course, "The Child and Curriculum," which replaced a multitude of courses on methods, psychology, and subject matter, is described in detail. The second part describes the ways of using the campus school, and a third section is devoted to the use of records.

Essentially, this is an experiment in co-operative teaching and planning. As such, it illustrates beautifully the difficulties as well as the discoveries that are in store for a staff that discards the time-honored routines and takes a straight look at the processes of education. It also demonstrates how much patience and fumbling go into formulating a unified program of teacher education with a staff that has been trained in segregated fields of competence. This group went through several stages common to all educational experiments in integration. The program started with "paper" integration and an attempt at co-operative teaching by all those responsible for the courses which this new one replaced. This form of co-operative teaching failed, largely because too many people were involved to achieve a consistency of viewpoint in treatment of specific problems. A

student appraisal compares the course at that stage to reading several serials in instalments, always being faced with the "to be continued" just as she got interested in the topic. This difficulty of discontinuity was solved by further reorganization of materials, by having two co-ordinators in charge of the planning, and by using the subject-matter specialists in a consultant capacity.

The most interesting parts of the account are the references to the discoveries of "latent relatedness" in the usually segregated areas of education. Those concerned with reading, for example, discovered that such problems as the use of drill, readiness, and short- and long-range planning were not unique to the teaching of reading but were common to all subjects. Why not, then, treat them as general problems and avoid duplication of elementary information in each specific subject area? Soon the program shaped itself around common threads representing basic facts and problems. Thus, the concepts of health and physical development became part of the treatment of social backgrounds of the school. The discussion of skills was related to information about the muscular development of children. In connection with science experiments insights were gained on how science has helped health. Arts laboratory was used to develop awareness of using art for physical and emotional release.

When education is viewed whole, the need of providing for continuity in growth becomes almost self-evident. This group examined the sequence of concepts and ideas to be developed. They pondered about the order of theoretical background, observation, and practice in learning to become a teacher. They wondered how best to lead up to generalized understanding.

Apparently, such sequences cannot be set up in black and white. Regarding theory, observation, and participation, for example, some of each type was found necessary on each level. Differentiation in the purpose and the nature of the experiences themselves seemed to be called for. The maturity levels of students as well as their individual backgrounds determined for what each was ready.

Perhaps the most important characteristic of the whole experiment was the constant stock-taking, soul-searching, and revising. The experiment proceeded in cycles, each ending in some very frank appraisal of failures and fumbling that does credit both to the writer of the report and to the staff.

Being as good a story as it is, one wishes that it had been presented in a more palatable form. The combination of the historic and analytic account blurs the outline. The inclusion of details from records and minutes interrupts the main story. The style is somewhat labored. However, anyone interested in teacher-training should not allow these small difficulties to stand in the way of learning a real living lesson on experimental group planning and teaching and what it holds in store for both staff and students.

HILDA TABA

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The Catholic Elementary School Library: Proceedings of the Institute, Catholic University of America, June 27-29, 1944. Washington: Catholic University of America Press, 1945. Pp. 203. \$2.00.

The program of the Institute on the Catholic Elementary School Library was planned to aid school personnel in initiating a library where none existed before and to improve conditions and services of already organized school libraries. The twenty-one papers read at the sessions fall roughly into three major groups: (1) organization and financing of the Catholic elementary-school library; (2) utilization of city, state, and national library resources and services in its operation; (3) children's books and their use with children of various types and under various conditions. Accompanying most of the papers is discussion, sometimes fully and sometimes sketchily reported, from one or two individuals who were invited to analyze them. Occasionally these discussions are quite as enlightening as the papers themselves, and in some instances they reveal a broader vision and deeper understanding of library objectives than do the principal articles.

No editor's name is attached to the volume. It may be this lack of editorial supervision which accounts for the annoyingly poor job of proofreading that was done; or perhaps, like more serious inadequacies today, the blame rests on general wartime conditions. Nevertheless, a judicious snip of the editorial scissors here and there would not have hurt the content and might even have increased its effectiveness as an expression of a Catholic philosophy of librarianship.

Taken together, papers and discussion show a growing awareness of the importance of the library in the school program and gratifying evidence of its inclusion among the fundamental concepts of school management. This is best typified in the overview by Father Kahler, "The Pastor's Role in the School Library," where purpose, function, and potential values for Catholic education are advanced. commendable, too, in other papers are the cases cited of, and suggestions offered for, adapting local book collections and older building arrangements to meet a newly felt need. True, there is still too much sentiment in favor of haphazard equipment, donated bookstocks, and unstable book funds. But these are fairly counterbalanced in the discussion and papers following, where the necessity of standard equipment and quality books is demonstrated and means are described for ensuring these. Likewise helpful are the suggestions for staffing and supervising the library when it is part of a diocesan school system or of a system taught by members of a religious community. In fact, the special practices and special book aids enumerated, along with recognition of the best in library standards already achieved in other educational groups and of the advantage of cooperating with public library systems, are the best features of the volume.

About one-third of the contents of the *Proceedings* will interest only the Catholic school librarian or administrator. The remaining two-thirds will be helpful to the public school librarian and to the children's librarian of the public library in administering their own libraries and in directing their work with Catholic child readers. Such, for example, are the articles by Edith Lathrop, Anna Clark Kennedy, and Mary Lucas on federal, state, and municipal services to the school, by Dom Verner Moore on "Bibliotherapy," by Gladys English on promoting reading, and by Sister M. Nona on supplementary reading.

Maximum profit, however, from reading the volume will come to pastors, diocesan superintendents of education, and community school supervisors the country over. For these, the book should be required reading.

HELEN L. BUTLER

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Libraries in Victoria: Report of the Library Service Board Appointed by His Excellency the Governor To Inquire into, and Make Recommendations Regarding, the Adequacy of Library Service in Victoria. Melbourne: H. E. Daw, Government Printer, 1944. Pp. 64.

Behind this official document there lie the valiant efforts of a small but determined group to arouse a library consciousness in the people of Victoria, second most populous of the Australian states. That the government authorized the study is, in itself, a sign of substantial progress.

Though a leader in many socialized enterprises, Australia has trailed the other English-speaking countries in the provision of free public libraries. It was settled during the era of mechanics' institutes—libraries which receive government subsidies but which are privately controlled and serve subscribers only. These institutes persist, though most of them are moribund and have long since ceased to make any real contribution to library service.

In this study, four general principles were adopted as the criteria for library development: (1) library service should be free to the citizen as a right, not as a privilege; (2) there should be a complete library service for the whole state, and the standard of service, too, should be reasonably equal; (3) the free public library should be controlled by the appropriate local governing body (not by private committees); and (4) free public libraries, municipally controlled and supported, should be directed by trained librarians. In applying these principles, the *Report* recommends that the mechanics' institutes be used as the groundwork of a publicly controlled and financed system of libraries.

So great is the lag in public opinion, however, that an intermediate stage is recommended for the first five years. During this period a few key libraries would be developed in the hope of popularizing the idea. "Reasonable" support from the municipality and the extension of free service to all would be required in return for state aid.

The final stage provides for full municipal control and a stated minimum of local support. The desirability of linking all libraries within a natural trade area is recognized; there are no counties or other suitable subdivisions, however, and the basis of regional library systems is reserved for further study.

Melbourne, Victoria's capital, is as closely built as most of our midwestern cities, yet only

93,000 people live within its corporate limits; the other 900,000 so-called Melbournites live in twenty-three adjacent but independent municipalities. Nine of them have public libraries, eight have mechanics' institutes, and six have no libraries. Legislation is proposed to form a metropolitan library district under which service could be co-ordinated.

Service to children has never been generally accepted as an essential public library function, but it finds strong support in this study. School libraries, only recently subsidized by the government, are described as essential.

The Public Library of Victoria is the one highly creditable public library. It corresponds with our state libraries, and its collections and services are fully comparable with those of the best of them. This study recommends that it be separated from its affiliated art galleries and museums and given its own governing board and increased funds for development. A library school, to be operated by this library or in close association with it, is also suggested.

To plan and accomplish these changes, and to supervise the resulting library system, this study recommends a state libraries board. Six members would be nominated by library and educational groups and three by the government; these nine members would nominate two additional ones.

This inquiry and study are the work of Ernest R. Pitt and Alfred E. McMicken, librarians who have observed library development in the United States and Great Britain as Carnegie Corporation visitors; Kenneth S. Cunningham, Carnegie Corporation representative in Australia; William C. Baud of the Public Library of Victoria; and Colin R. Badger.

RALPH MUNN

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The Libraries of Poland. By MARIA DANIEL-WICZ, translated by HELENA BROCHOCKA. St. Andrews: W. C. Henderson & Son, Ltd. (for the University of St. Andrews), 1943. Pp. 63.

This booklet, illustrated with the pictures of some of Poland's most important libraries, has been written by a distinguished Polish librarian in exile, partly in Aix-les-Bains, France, in 1941 and partly in London in 1942. It contains

a Preface by Dr. J. C. Irvine, principal of the University of St. Andrews, which "has been closely associated with the Polish troops in Scotland," a short Introduction emphasizing the Western character of Polish culture, and four chapters.

The first two chapters present an excellent outline of the history of the Polish libraries, first in independent Poland, from the early medieval origins to the partitions, and then under foreign rule, between 1795 and 1918. They are full of interesting information, beginning with the catalog of the Cracow Chapter Library of 1110 and ending with the formation of the Polish Library Association in 1917, on the eve of liberation.

The longest chapter is dedicated to the development of Poland's libraries in the twenty years of freedom between the two world wars. Including seven statistical tables, it describes both the scientific libraries and the activity of the educational libraries. The story of the creation of a new National Library, started in 1927 and containing in 1939 more than 500,000 volumes, about 20,000 manuscripts, 12,000 maps, 80,000 engravings, etc., is typical of the tremendous progress accomplished in so short a time. The statistics show the importance of the libraries of Lwów and Wilno, which possessed almost a million and a half volumes; two of them the Library of the Ossolinski National Institute in Lwów and the University Library in Wilno, were richer in manuscripts than any other Polish institution. There were important scientific libraries also in other places east of the Curzon Line, and the same is true of the distribution of educational libraries. The libraries of the Ukrainian, Jewish, and German minorities were also able to develop a most intensive activity.

Against that background, the fate of the Polish libraries since the outbreak of the present war is particularly shocking. In the last chapter, occupying scarcely sixteen pages, much precise material has been collected concerning the destruction of libraries during the bombardment of Warsaw in September, 1939, the persecution of Polish librarians and the looting of their collections under German occupation, and the "re-organization" of the libraries by the invaders—which, as a matter of fact, was "a dispersal of historical entities," a purge of Polish books, and their replacement by propaganda material.

The difficulties of reconstructing the Polish libraries after their terrific losses have been

described by Mrs. Danilewicz in an article which she published later in the series "Polish Science and Learning," edited in London by the Association of Polish University Professors (No. 5 [December, 1944], pp. 77-82). Those interested in the amount of destruction will also find some additional data in Mr. Paul Super's address on "The Books of Poland," delivered in February of the same year at the Conference on the Reconstruction of Libraries organized by the Polish Institute of Arts and Sciences in America (see the *Bulletin* of the Institute, II, 612-18), and especially in a most moving book recently published in London: it is a complete description of *The Nazi Kultur in Poland*, written by a group of "temporarily anonymous" scholars in the occupied country in constant danger of death and smuggled out of Poland in spite of the greatest difficulties. In this book, a special chapter on libraries, full of facts and quotations, shows, among others, the differences of Nazi policy in the so-called "General-Gouvernement" and in the territories which were supposed to be "incorporated in the Reich." But Mrs. Danilewicz' expert study will remain the main source of information for all those who want to know about the great past and the tragic present of the twenty-five thousand libraries of Poland.

OSKAR HALECKI

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Shakespeare and Jonson: Their Reputations in the Seventeenth Century Compared. By GERALD EADES BENTLEY. 2 vols. Chicago: University of Chicago Press, 1945. Pp. vii+149; iii+307. Vol. I, \$2.50; Vol. II, \$6.00; set, \$7.50.

At first glance the librarian may be inclined to dismiss this work as merely another of those learned treatises that must be added, almost automatically, to every reference collection in English literature. But the book deserves closer attention, for its introductory chapters constitute a brief but valuable contribution to the theory of librarianship. The author has investigated a particular instance of what is a recurrent and general problem in bibliographical history—to what extent and with what effect did our ancestors read the books that were available to them? Of course, Mr. Bentley is concerned only with the cases of Shakespeare and Jonson and

the seventeenth century. But he begins his study with a discussion of methodology—the nature of his problem and its data, alternative procedures, and, not least, easy fallacies of interpretation. His preliminary chapter, "The Problem of Understanding Literary Reputations," will reward the librarian who reads it.

The book also deserves attention as a bibliographical curiosity because of one peculiarity in its format. Except that the first volume is thinner than the second, one might take them for duplicates. A sharper eye than most bookmen possess is required to recognize that the ornamental asterisks on spine and title-page are intended to serve as volume numerals. Here there is a useful specimen to point a basic principle of good book design: in his quest for beauty or originality the typographic artist must observe certain bibliographical conventions; otherwise the functional integrity of his work will suffer.

PIERCE BUTLER

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The Shape of Books To Come. By J. DONALD ADAMS. New York: Viking Press, 1944. Pp. xvii + 202. \$2.50.

J. Donald Adams, the editor of the *New York Times Book Review* from 1925 to 1943, is a middle-brow critic and is proud of it. He can almost always be relied on to prefer the second-class to the first-class among the writers on whom he comments, as a sampling of his critical judgments makes painfully clear. Thus, for instance, Henry James, "blinded to the underlying triviality or irrelevance of the material with which he dealt," "wasted himself and his undeniable powers on insignificant material"—a verdict that will certainly come as a considerable shock to Mr. F. O. Matthiessen, the author of *Henry James: The Major Phase*. James Joyce, Mr. Adams sees as "a man of great gifts, unfortunately turned to essentially destructive and disintegrating ends." *Finnegans Wake* "is a mockery of what the English tongue has accomplished through centuries of communicated thought"; it represents "the death-rattle of an age." "Dreiser's thinking was never more confused and more sentimental than it was in the writing of *An American Tragedy*." Sinclair Lewis, Mr. Adams feels sure, will be read long after John Dos Passos is forgotten. Heming-

way "has contributed nothing to the interpretation of American life." The work of Faulkner, whom no less a critic than André Gide regards as one of the most powerful of our contemporary writers, Mr. Adams finds "fundamentally meaningless, because there is no interaction in it between good and evil, to the end that the mystery of life is absent from his writing." On the other hand, in his estimation, Robert Frost is "the greatest living American writer," the one man "who has moved serenely forward in his art and his understanding of life," and Elizabeth Madox Roberts "brought more enrichment to the American novel than any man or woman who has come to the writing of fiction in the last quarter of a century."

Mr. Adams believes that Van Wyck Brooks "has made what is still the most dynamic criticism of American literature in relation to American life that we have had," presumably in the latter's least defensible books, *On Literature Today* and *The Opinions of Oliver Allston*. As a matter of fact, most of Mr. Adams' book is devoted to supporting Mr. Brooks's thesis that American literature between the two wars grossly misrepresented American life and failed in its responsibility to sustain and dignify the human spirit. He takes a very grim view of the richly creative literature of the twenties and thirties. Its dominant characteristics were, he thinks, "disgust with life; inability or disinclination to clarify its meanings; confusion of what is temporarily interesting or provoking with what is of abiding importance; inability or disinclination to make an adequate transference of thought or emotion from writer to reader." The world that literature represented was "peopled exclusively by sadists, nymphomaniacs, double-crossers, half-wits, ape men, and other occasional products of the law of natural selection." But, fortunately, "literature is turning now toward affirmation . . . away from the preferences of the self-appointed few and towards the needs and desires of the many." The evidence for this reorientation of our literature Mr. Adams finds in the substantial healthy achievements of Ellen Glasgow, Willa Cather, Elizabeth Madox Roberts, and Pearl Buck, and in the religious note that has been sounded recently by such gentry as Messrs. Cronin, Werfel, Huxley, Douglas (*The Robe*), Sholem Asch, and—even—Somerset Maugham! One wonders whether this evidence has not been magnified in Mr. Adams' mind in the mirror of his wishful thinking. Is it not, indeed, extremely

unlikely that a healthy, balanced, spiritually dignified literature will come out of a world in which millions of young men have been killed or mutilated, millions more have been driven from their native lands, hundreds of thousands have suffered unimaginable deprivations and tortures, and whole civilizations have been reduced to rubble? Is it not more likely that the postwar world will proliferate a literature in comparison with which Céline's *Journey to the End of the Night* will seem to have the innocence of *Alice in Wonderland*?

FRED B. MILLETT

Wesleyan University
Middletown, Connecticut

A Manual of Classification for Librarians and Bibliographers. By W. C. BERWICK SAYERS. 2d ed., rev. London: Grafton & Co., 1944. Pp. xvi+344. 35s.

The reviewer's first impression is one of pleasure in the comments on three authors in whom he has for various reasons been particularly interested: "In this view I am in a large measure the disciple of Professor Ernest Cushing Richardson, to whose little book, *Classification*, every student of the subject is indebted" (p. vii); "Woven into the texture of this book are many yarns from the loom of the most scholarly of American classifiers [Henry E. Bliss]" (p. 181); Ranganathan's Colon Classification is "a work of learning, ingenuity and imagination, of interest to all classifiers" (p. 201). Further, the author's *Canons of Classification*, which has been an enthusiasm of the reviewer ever since its timely appearance in his first year of library work, is described (p. 323) as "the author's earliest tentative views on the subject. Better written than his later books but, in many of its ideas, superseded." Mr. Berwick Sayers is a gentleman whom it should be pleasant to know.

The *Canons* has, unfortunately, never been republished, presumably because its content is covered in the author's later *Introduction to Library Classification* (now in its sixth edition) and in this *Manual* (now in its second edition). These two later works cover similar ground; the *Manual* describes the *Introduction* as "a student's text book which supplies not only the teaching but also the 'drill' in classing," and the Preface of the *Introduction* describes the

Manual as "a much more extended study of the whole subject . . . and I hope this smaller book will lead to the reading of the larger one."

It is perhaps due to the author's modest fear of plagiarism that he really does not use all the "yarns from the loom" of Bliss which the reviewer would have liked to see included—e.g., the limits Bliss sets on economy in notation—nor Ranganathan's excellent analysis of the procedure of classification, nor enough of Merrill's *Code for Classifiers*. Or, it may be that the author considers such matters more appropriate to his *Introduction to Library Classification*.

Certainly it must be the author's modesty that makes him say: "All of these writers had this advantage . . . that they all wrote . . . as a preliminary to, or in case of Ranganathan to rationalize, a classification scheme of their own," whereas, in the reviewer's opinion, the advantage lies with Mr. Sayers. He cannot be under any suspicion of "special pleading"; he can forego the "philosophical moonshine"; and he can—and does—write for "younger students," of "simple notions," in the "simplest words," and in the "simplest manner."

The general plan and contents of the book are similar to those of the first edition (published in 1926) and so, presumably, are already familiar to American librarians. However, special attention may be called to "Division Three: The Practical Work of Classification," which, though it is much inferior to the divisions on theory and history of library classification and merely opens up, in somewhat sketchy and amateurish fashion, such topics in classification as "The Vertical File," "Prints," "Deeds and Other Similar Manuscripts," does at least introduce these topics, as a comprehensive work on library classification ought to do.

The changes and additions in the text since the first edition show the author thoroughly conversant with the literature on library classification. For example, the thirteen "canons" have been expanded to twenty-nine "canons and criteria," and Bliss's "Principles" and Ranganathan's "Canons" have been added.

Clear and simple as the language and style are, the additional illustrations and analogies are a welcome feature in this edition—especially that of classification as a "map of things," general and special in kind or in point of view.

The note on the importance to the classifier of knowledge of subject matter (pp. 6-7) may seem "trite enough" but deserves even more

emphasis. The reviewer has often wished that a library-school course in classification might be made also a course of "encyclopedia," so that we should not be forever trying to classify a thing "without knowing . . . what it is."

The irrelevancy of Jevons' dictum that the classification of books is "a logical absurdity" (pp. 45 ff.) might be made clearer by contrasting logic, a science dealing with thought, reason, ideas—which are immaterial—with any science which deals with material objects. The museum curator, like the librarian, although in less degree, has to reckon with conglomerates, hybrids, commensals, the host-parasite combination, etc. Like the librarian, he must arrange his specimens according to a standard classification scheme of knowledge when he can and, when he cannot, according to "predominating or most convenient subject" or in some "artificial" classes such as the "Generalia" classes, chronological divisions, etc.—or even according to size.

Chronological divisions should be mentioned in chapter xxiii, "Book and Work Numbers" (as well as in chap. v, "Bibliographical Classification"), and the Library of Congress provision for "Early Works," etc., described. And this same chapter should include notation of different editions, translations, etc.

One misprint may be noted, since it occurred also in the first edition—*Pandectarium for Pandectarum* (p. 104). The others may be counted as accidents of war, and seem very trivial indeed when we read in the Preface, "The delay in the work has been due to many circumstances, amongst them a Nazi bomb." Such a circumstance cannot but enhance the gratitude of the profession for this and Mr. Sayers' other accomplishments in library work.

HENRY BARTLETT VAN HOESEN

Brown University Library
Providence, Rhode Island

Catalogers' and Classifiers' Yearbook, No. 11.

Compiled by the DIVISION OF CATALOGING AND CLASSIFICATION OF THE AMERICAN LIBRARY ASSOCIATION. Chicago: American Library Association, 1945. Pp. 96. \$2.00.

For several years the Division of Cataloging and Classification has been considering the publication of a quarterly journal in place of its yearbook. Definite action on the matter was

wisely suspended during the war, so with this reprise the eleventh number of the *Catalogers' and Classifiers' Yearbook* makes its appearance.

The first six papers were presented in 1942 at the Milwaukee Conference. They point up the discussion of the proposed new cataloging code that had appeared in 1941 and are very generally favorable to it. In view of all the criticism and comment the code had aroused, the papers are naturally very much on the defensive. They seek to analyze the cataloging situation, and in a number of places they make concessions that may help to resolve some of the difficulties.

This issue is appropriately dedicated to J. C. M. Hanson, but apart from his portrait and the dedication there is nothing by or about him. The lack of further reference to Hanson becomes noteworthy when it is found that one of the principal papers, by Miss Fuller of Yale, has to do with the problem of corporate entries, for it would seem as if little could be said on that subject without referring to Hanson's significant observations in the *Library Quarterly* for October, 1935. Hanson said he had come to feel "doubtful" about the corporate entry; Miss Fuller, on the other hand, speaking for serial catalogers, gives it her unqualified blessing as a "good old timesaver and carryall" (p. 26).

Miss Fuller indulges in a quip to the effect that "finding lists" are "losing lists." She would, however, find many reference librarians who would speak of certain corporate entries as losing material for staff and readers alike. Who, for instance, is happy about the Library of Congress entries for the *Report to Congress on Lend-Lease Operations*, the Dumbarton Oaks Conference, the Bretton Woods Conference, or the *United States Government Manual*? I myself tried recently to find Jordan's *Standard Nomenclature of Disease* in the union catalog at Harvard. It is duly listed under Jordan in the 1941-43 supplement to Mudge, but it finally took the *Cumulative Book Index* to disclose the Library of Congress card under a bracketed corporate entry—and a bracketed corporate entry is surely the last infirmity of noble mind.

The corporate entry is one of the major stumbling blocks in American cataloging practice. The time has come to review its use, and from three separate angles, namely, serial cataloging, monograph cataloging, and subject headings.

Three of the papers make much of the doctrine that "our present catalogs are construc-

ted on the principle of authorship entry" (p. 27). Miss Pettee in the opening paper argues strongly for this idea. How did such a doctrine get started and take hold to the extent it evidently has today? Perhaps it grew out of a tendency to speak of an "author entry" when what was really meant was a "main entry" or just "entry words." So many main entries have nothing to do with the principle of authorship that it is important to realize that our cataloging theory is based not on it at all but on the principle of entry words instead. Following the principle of authorship we should, for example, have to catalog the New York City charter under the state legislature, which in actual practice we choose to ignore altogether, although we make use of another form entry, "New York (State) Laws, statutes, etc., " as an added entry. If it is correct that we need entry words rather than author headings, we can modify a number of practices proposed by the preliminary American second edition of the cataloging code. Thus we could dispense with the final subdivision in headings like the following: "Savannah, Ga. Independent Presbyterian church. Flower committee" and "Ishpeming, Mich. Grace church. Women." Robert Downs has contributed a paper on some administrative aspects of cataloging. More than passing interest attaches to his comments on methods of determining the size of libraries. The last annual report of the Library of Congress adds point to what he has to say, for it reports 481,733 net accessions in stating the size of the library, yet only 108,190 volumes were shelf-listed.

Henkle of the Library of Congress reports on what he and Miss Morsch learned about cataloging on their trip around the country last fall. The establishment of such a contact between the Library of Congress and libraries using the printed cards is to be commended heartily; nothing but good could come from further trips or from other ways of promoting the public relations of the national library. Henkle's paper is full of matters that call for deliberation. Everyone should agree with him when he says that "hope lies in a pooling of resources and in intensification of cooperation."

The *Yearbook* ends with a report from the Library of Congress to the General Education Board on co-operative cataloging from 1940 to 1943.

A. D. OSBORN

Harvard University Library
Cambridge, Massachusetts

Guide to the Manuscripts of the Wisconsin Historical Society. Edited by ALICE E. SMITH. Madison: State Historical Society of Wisconsin, 1944. Pp. xiv+290. \$2.50.

When it issued Reuben Gold Thwaites's *Descriptive List of Manuscript Collections of the State Historical Society of Wisconsin* in 1906, the Society was one of the first organizations of its kind to publish a manuscript guide. Mr. Thwaites pointed out in his Preface that the list was a temporary measure until calendars were completed to "lighten the burden of search" for students. The promised calendars have not been published, but now, after almost forty years, the Society has made another attempt to aid the searcher. For its time, Mr. Thwaites's *Descriptive List* was remarkably fine; for our times, Miss Smith's *Guide* is a competent work in the well-established tradition of guides set by those issued for the Minnesota Historical Society, the Historical Society of Pennsylvania, and others.

A guide to manuscripts ought to tell the searcher what manuscripts comprise a collection, who wrote them, and what periods of time are covered by, and the size of each group of, related papers. Miss Smith's *Guide* gives the sizes and periods of time with skill and apparent care and indicates what manuscripts are held by the Society, with certain exceptions which are set out in the Preface. Incidentally, why the Draper Manuscript Collection was omitted from the current guide is not satisfactorily explained, in view of the inclusion of other material described in Mr. Thwaites's *Descriptive List*. Much space might have been saved (perhaps almost enough to allow for the Draper Manuscripts) if many of the collections of photostats from other institutions had been dropped and if the editor had observed her own rule of excluding "very small groups, those containing ten or fewer items."

The important question of what writers are represented in each collection is answered only in small part by groups of names selected at random from some collections. For the adept in Wisconsin history, the name of a collection and the few writers listed (along with the very well-done subject descriptions) may be satisfactory. But for other searchers the all-important lists of writers as represented by the Index are inadequate. The sources of Miss Smith's inspiration and the design of her book are clear. Within the limits set she has accomplished what she in-

tended to do, and she has done it well. The searcher's complaint (if he voices one) is that Miss Smith set her sights too low and tried to accomplish too little. Yet it is possible to be thankful for any kind of list which explores manuscript materials; such lists are still too few and too far between.

COLTON STORM

*Clements Library
University of Michigan*

plement" presents a record of the changes during the first fourteen months of co-operation. Such publication at short intervals is essential until the master card catalog is superseded by a union card catalog at each of the seven libraries. The "Supplement" lists 1,735 titles; 542 of these did not appear in the original list. Great care has been taken to report titles and holdings accurately. Maintenance of the master card catalog during this hectic period of the war adds confidence to the outcome of this useful experiment in library economics.

E. W. WINKLER

University of Texas Library

"North Texas Regional Union List of Serials: Supplement, November 15, 1943—January 15, 1945." Edited by ARTHUR M. SAMPLEY. Denton: North Texas State Teachers College, 1945. Pp. x+135. (Mimeographed.)

An account of the origin of the "joint program of library acquisition and usage," participated in by seven libraries located in Dallas, Denton, and Fort Worth, appeared in the *Library Quarterly*, XIV (July, 1944), 254. It was initiated by and has the support of the presidents of the schools concerned. The program is broad in its outline, but serials were selected for first trial. A master card catalog of the serial holdings of the co-operating libraries was formed, and the result was published in 1944 as the "North Texas Regional Union List of Serials." This list contained 4,526 titles. A year's use has demonstrated its worth. "It has enabled students, faculty and researchers on many occasions to determine immediately the exact location of a needed volume, and has cut down the time and expense required to obtain it."

Informal agreements were made among the contributing libraries to avoid expensive duplication of little-used material. During the summer of 1944 a committee of four professors, representing Southern Methodist University, Texas Christian University, Texas State College for Women, and North Texas State Teachers College, "studied the question of minimizing duplication," and "an agreement was reached as to the files which each library will strive to complete. . . . This plan is already in operation, and a considerable saving has resulted to each library."

In the meantime the master card catalog, located at North Texas State Teachers College, has been kept up to date. To it are reported all changes in the status of existing holdings as well as the addition of new titles. The "Sup-

American Book-Prices Current: Fiftieth Annual Volume. Edited by COLTON STORM. New York: R. R. Bowker Co., 1944. Pp. lvi+680.

By the time this review appears in print, the fiftieth volume of this familiar and indispensable series will have been in use for several months. It is its golden anniversary aspect which entitles it to special mention in the *Library Quarterly*. Its cheerful red cover with gold-embossed ornament contrasts with the plain, business-like binding of previous volumes, and the designer has introduced interesting type variation and conventional ornamentation within the book. In bulk it has approximately half again as many pages as its immediate predecessors.

In addition to the usual brief preface by the editor, this volume has three others of reminiscent tone, under the caption "A Half Century of Rare Book Auctions in the United States." In the first of these, "The Beginnings of American Book Auction Records during the First Quarter Century," Dr. Victor Hugo Paltsits devotes a large part of his limited space to the famous bibliographer Luther S. Livingston, who first conceived the idea which eventually became in 1895 the *American Book-Prices Current*. In the second, Joseph Blanck discusses "Some Famous Auctions & Auctioneers," pointing out the leading names both of auction firms and of sales in the fifty years covered by the A.B.-P.C. In the third, "A Half Century of Rare Book Prices," Colton Storm, editor of this volume, draws upon his own experience in seeking to account for the elusive principles governing the prices of rare books, illustrating his comments with actual figures.

A few more preliminary pages yield first a chronological list of the season's sales (June 24,

1943, to June 13, 1944) with accompanying key letters; then a list arranged alphabetically by names of collectors. Of these there are several who lurk in anonymity, like "Noted Philadelphian," and the "Maryland Lady," and there are others—Biddle, Crowninshield, Morgan, Kalbfleisch—who are known all over the book world. The two following pages which guide in the use of the book are superfluous for the initiated, but for the novice they explain, for example, how the asterisk can mean at least three different things and elucidate principles of entry and of cross-reference which may or may not agree with standard cataloging practice. It is a good thing for library-school students to realize that the vocabulary and method of the bibliophile and bibliophile belong to an ancient and honorable tradition and will not be forced into the rules which are essential for the governing of the ordinary, run-of-the-mill kind of books; and inconsistencies and incompleteness in authors' names which would bother the professional cataloger really do not matter to the users of this set, provided enough is given for identification.

The major part of the volume—573 pages, to be exact—lists in alphabetical order some eighteen thousand items, 50 per cent more than were reported for the previous year, some of them now being entered for the first time. The art books, particularly modern French art, constitute an unusual feature, and names of illustrators appear in the main alphabet. Incidentally, it is surprising to find French titles transcribed into lower case letters without the essential accents. As is the method of this set, the abbreviated descriptions of the items have been reduced to standard form from the numerous catalogs of nine auction firms, reference is made to the particular sale in which they appeared, and price is quoted for those which have brought \$5.00 or over. Part II, filling nearly a hundred pages, lists autographs and manuscripts, Part III nearly fifty broadsides, and Part IV a baker's dozen of maps. A "Classified Guide to Book Dealers" refers to advertising pages at the front of the book and furnishes a useful index of specialties, provided one can recognize his own particular interests in such headings as "Amazing Secrets," and find his way from "Art Books" to "Fine Arts," several pages beyond.

There is fascination and much profit for the inexperienced in leafing through any of the volumes of this long set. There may be collectors

and students of printing history who have less interest in the Kelmscott Press and its successors, which are listed under names of presses, than in some of the older presses which are not named at all. Imprints of Estienne and Baskerville, for instance, and even of Aldus and other printers of incunabula can be located only by looking under the authors whose works they printed. We must, however, trust the editor to know collectors' current interests and make his headings accordingly. As he remarks, this second record of rare books in wartime covers a season studded with sales which would have been important at any time. It is good news that a five-year index is planned, to include the years 1941 through 1945.

EUNICE WEAD

Department of Library Science
University of Michigan

Today's Handbook for Librarians. By MARY A. SWEENEY. Chicago: American Library Association, 1944. Pp. 97. \$0.75.

This lengthy pamphlet lists and describes occupational guidance aids which librarians, and others too, can profitably use in fitting people to occupations of war and peace. It is the work of a librarian who is the director of the Occupational Guidance Service of the St. Paul Public Library, assisted by specialists whose functions are related to those of occupational guidance. Thus, the material is authoritative, being founded on training and experience, and shows it. The job is well done, indeed.

As the war progresses to victory, occupational guidance for jobs in war industries and in the armed forces will be of declining urgency, but the rehabilitation of the injured veteran and the future job adjustments of the returned military personnel and of war workers will present problems to those agencies concerned with occupational guidance. These last two problems are covered, in so far as they are affected by job counseling and reading: rehabilitation by a special section; mass re-employment by the description of guidance services of local, state, and federal agencies. The annotated bibliography of books, pamphlets, articles, and films will be helpful, especially to libraries interested in intensifying their guidance services. Importantly, also, the pamphlet will open up to librarians the desirability of a permanently

strong and active occupational guidance program which will assist persons to a more intelligent answer of the question, "What shall I do for a living?"

The pamphlet, because of its very excellence, evokes a feeling of sadness, if not partial frustration. The time and materials necessary to carry out this program as it is outlined—a program which, considering the totality of library services, represents but one service among others of equal merit—would throw out of balance the allocation of present efforts and funds to other activities. The average library as now supported cannot successfully do several things intensively at one time; it moves ahead by an occasional thrust here and there with consolidation going on continuously. As it stands now, the library is being urged to proceed in too many directions at once: the use of films; the promotion of forums; the development of a public relations program requiring a special assistant; the initiation and sponsoring of lectures, even classes, of one kind or another for adults; the extension of library service to those now unserved; and the building-up of more effective collections and services for specific groups in the community; and there are other examples. No one can very well object to these activities, and, indeed, the library is clearly moving in these directions. But shortly the realization comes that they cannot all be undertaken at once within present or immediately anticipated resources. If care is not taken in choosing the activities to be emphasized, the library's general program may well become ineffective, desultory, and at no place strong. And this is not caviling at services which may contribute to taking the public library from a marginal relationship to the hierarchy of generally accepted social institutions to a position within the hierarchy itself. However, a discussion along such lines leads ultimately to the basic question of library objectives, of a philosophy of librarianship, of "What's a library for, anyhow?" (Since this is a review and not an extended article, the reviewer merely writes out a trend of thinking set in motion by this pamphlet.)

To librarians in large, medium, or small libraries who wish to provide occupational guidance services in varying degrees, to both individuals and agencies, the reviewer recommends a reading and study of the pamphlet with a view to action in a field deserving of and aided by library support.

It comes as a surprise (of no duration, how-

ever) that librarians who with humorous intentions have in the past cited titles which tell nothing of a book's contents have themselves come up with a title which does just that.

WALTER H. KAISER

Public Library
Muncie, Indiana

Japanese Prints by Harunobu and Shunshō in the Collection of Louis V. Ledoux. By LOUIS V. LEDOUX. New York: E. Weyhe, 1945. Large quarto. Pp. [134]+8 color plates and 44 in halftone. \$15.

In the spring of 1942, only a few months after Pearl Harbor, the first volume of Mr. Louis Ledoux's catalog of his private collection of Japanese prints was published. This book, which dealt with the works of the so-called "Primitives," gave back to all lovers of oriental art a glimpse of some of the beauty which will persist through the ages in spite of the horrors perpetrated upon the world by the present controlling powers in Japan. Again, in a second volume, entitled *Japanese Prints by Harunobu and Shunshō in the Collection of Louis V. Ledoux*, Mr. Ledoux has presented in de luxe format another selection of superb designs dating from the latter half of the eighteenth century—works of art which recall part of the cultural heritage of Japan which present-day man cannot wreck. The two artists who are represented in this volume have long been recognized as supreme in the type of art which they chose to make their own. Fortunately, examples of their work are in most of the great museums of the world.

No one could express more completely the unique contribution of Suzuki Harunobu (1725-70) than Mr. Ledoux himself in the opening biographical sketch.

He is the artist of young girlhood, the poet of youth. His figures, scarcely touched by sorrow, move through an earthly paradise, a fairyland of loveliness, the world that might be rather than the world that is. He has caught and rendered for us the evanescent charm of youth; he has sought to preserve with the freshness of the morning on it that fleeting moment between the opening of the bud and the fall of the first petal, in which alone beauty is perfect, unalloyed. The appeal of Harunobu is to sentiment rather than to intellect; his usual subjects, at least in their exterior semblance, are the young girls of the bourgeoisie in the occupations of their daily lives. He did not have the stateliness of Kiyonaga, the sardonic power of Sharaku, or the range of Uta-

maro; he turned away from the theatre, was, in the main, unmindful of the demi-monde; what he did have he had supremely—his vision of the springtime of life and love.

Thirty-three subjects by this artist are illustrated in practically actual size; six are reproduced in full color remarkably true to the original prints. Harunobu was the first to make use of full color printing and the name *nishiki-e*, "brocade pictures," which was given to his prints is only slight indication of the exquisite perfection of delicate coloring, perfectly balanced. In No. 28 we see a triumph of certain modern mechanical methods of reproduction. The young girl in a blue-and-white bathrobe, standing on a pearl-gray platform and looking down toward blossoming carnations, with iris growing in the stream beyond, is more beautiful in coloring than many of the original impressions of this subject which survive, for most of them are faded and this one in the Ledoux collection is still in its pristine beauty.

As a collector, no one has been more painstaking than Mr. Ledoux to gather together in his collection, which he has limited to two hundred and fifty subjects, prints of primary importance and designs of distinguished character in as perfectly preserved condition as possible. Therefore, for all students and lovers of Japanese prints this volume, like the preceding one, gives great satisfaction from the point of view of illustration alone. Added to this value is

a text in which the author has combined careful scholarship and penetrating aesthetic criticism. The designs are enthralling in themselves, but each one is far more appealing when its hidden inner meanings and its overtones of historical or poetical import are explained. As in the first volume, Mr. Ledoux has included translations or paraphrases of the odes which appear on the prints and which have been neglected by most catalogers.

Following the thirty-three reproductions of the Harunobu prints are seventeen designs by Katsukawa Shunshō (1726-93). Two are reproduced in full color. Shunshō is a perfect foil for Harunobu, for in contrast to the purely feminine subjects of the latter Shunshō excels in depicting actors. No artist surpasses him in his power to portray an intense moment or a dramatic pose. Plate No. 41 reproduces the print showing Danjūrō in Shibaraku, and Plate No. 46 depicts the same actor in the role of Kintoki. Either of these subjects would be a cornerstone in any exhibition of Japanese prints. They and the other examples of Shunshō's work reproduced in this book show with what care and discrimination the owner has assembled his collection. For anyone who cannot afford to own a group of original prints a real treasure is available in this beautifully published volume.

HELEN C. GUNSAULUS

South Yarmouth, Massachusetts

BOOK NOTES

We Who Honor Books: Selected Papers of Ethel R. Sawyer. Issued by the PACIFIC NORTHWEST LIBRARY ASSOCIATION. Seattle: Dogwood Press, 1944. Pp. 99. Ltd. ed., 300 numbered copies. \$2.50.

As a fitting memorial to a librarian of wide personal influence and a pioneer in professional education on the Pacific Coast, the Pacific Northwest Library Association has issued this collection of Miss Sawyer's essays and addresses. With the exception of one poem and the Preface to Ida Virginia Turney's *Paul Bunyan*, the contributions were delivered orally at state, regional, and national library conferences. Those who heard the author speak will find in this printed record the warmth of personality to which all her friends bear testimony. To a younger group of librarians the little book will suggest the perpetual recurrence of certain fundamental problems in the profession. Each new generation attacks again with renewed vigor if the vision of former leaders is kept in mind.

Patrons Are People: How To Be a Model Librarian. Prepared by a COMMITTEE OF THE MINNEAPOLIS PUBLIC LIBRARY STAFF. Chicago: American Library Association, 1945. Pp. 39. \$0.50; 10 copies, \$0.40 each; 25 or more, \$0.35 each.

In this engaging pamphlet three staff members of the Minneapolis Public Library collaborate to translate jargon and professional patter into the language of the library patron. More, they suggest ways of explaining library rules and restrictions to make the patron understand (if not always accept) their necessity. Implicit throughout is the concept that the library, like other public agencies, exists for its patrons, not for itself or for its staff. This point of view, which librarians, like bureaucrats, do well to keep constantly in mind, forms the basis for the suggestions for tactful and courteous ways of handling the specific situations described. The whole thing has been done with a light and deft touch, aided considerably by the clever illustrations drawn by Miss Sarah Leslie Wallace, the committee chairman.

Library Manual: A Study-Work Manual of Lessons on the Use of Books and Libraries. By MARIE A. TOSER. Rev. ed. New York: H. W. Wilson Co., 1944. Pp. 92. \$0.70.

All who wish to aid young people in using libraries with assurance will welcome the revised edition of this useful manual. Designed for self-instruction, it must be commended for its adaptability to conditions in any organized school library. The stu-

dent is introduced to the content and arrangement of periodical indexes and other reference tools through the inclusion of a number of facsimile pages; through their use, abnormal handling of reference books may be avoided. The exercises and the accompanying folder of quizzes have been re-worked and the style of the text has been rendered more readable throughout.

Latin American Periodicals Currently Received in the Library of Congress and in the Library of the Department of Agriculture. Edited by CHARMION SHELBY. ("Latin American Series," No. 8.) Washington: Library of Congress, 1944. Pp. vii + 249. \$0.45.

Since, as the Preface reminds us, "Latin American periodicals are one of the best sources for the study of intellectual, social and economic developments in Latin America," this guide to such periodicals will be of value to scholars and laymen throughout the country. It contains 1,578 entries arranged alphabetically, noting the beginning date of publication when known, frequency of issue, editorial auspices, place of publication, and price. In addition, there are bibliographical notes with information on the history of the periodical and descriptive notes or reviews commenting on the nature of the publication. The latter have been prepared by twenty collaborators, usually identified by initials. It should be noted that publications appearing in countries outside Latin America have been included when they deal completely or mainly with Latin-American matters. The volume concludes with an index by country and publishing agency and another by subject.

The Gary Public Library, 1907-1944. By ORPHEA MAUD PETERS. Gary, Ind.: Gary Public Library, 1945. Pp. 56.

Essentially this is the story of the effect of a fast-growing industrial region and of four head librarians and several board members on a community institution. In less than forty years the Gary Public Library has grown from a shelf of books in the schoolhouse of a new mill town to an educational agency serving a metropolitan area through a main building, eight city branches, nine township branches, and two book trailers. The history is told, with self-effacing modesty, by the woman who was assistant librarian for over thirty years. A library with an enterprising service program, an aggressive extension program, and a flexible administrative program emerges from

the account. The value of the document as a case history is impaired only by its uniformly noncritical viewpoint.

Peoplethrough Books, Vol. I, No. 1. Published monthly by the Library Service of the East and West Association, 40 East Forty-ninth Street, New York, N.Y. Pp. 16. \$3.50 a year.

This new monthly publication is essentially a guide to books which it is hoped will lead to better international understanding. Pearl Buck edits the bulletin and contributes an interpretive foreword based on a book which has been chosen for special recommendation—in this case Welles's *An Intelligent American's Guide to the Peace*. The first issue contains an "East and West Review," also devoted to comment on Welles's book. There are book notes, photographs, references to discussion groups and documentary films, and news of library activities with an interracial or international theme.

The Patients' Library: A Guide Book for Volunteer Hospital Library Service. By MARY FRANK MASON. Rev. ed. New York: H. W. Wilson Co., 1945. Pp. 117. \$1.00.

Mrs. Mason's useful guidebook first appeared in paper covers in 1942 (reviewed in the *Library Quarterly*, XIII [1943], 273-75). It is now issued more durably in cloth. The bibliography of book-selection aids has been brought up to date; a six-page section on "Case Histories of Patients' Reading," consisting of an article on the subject by Ruth M. Tews which appeared in the *Library Journal* for June 1, 1944, has been added; and there are a few minor textual revisions.



For the Children's Bookshelf: A Booklist for Parents. By MARION L. FAEGRE, assisted by NORA E. BEUST. ("Bureau Publications," No. 304.) Washington: Children's Bureau, U.S. Department of Labor, [1944]. Pp. 24. \$0.10.

This is a list of approximately 350 books for children, ranging from ABC and Mother Goose books to stories for boys and girls of nine to twelve and over. The titles are "grouped into classes with reference to children's interests and to their varying levels of development" (Foreword). Introductory textual material, addressed to parents, discusses the importance of books in the lives of children, what books can do for children, and characteristics of good books. A short section on reading references for parents is included in the list. No annotations are given, but bibliographical details are included for each title in the list.

First Annual Report of the Educational Film Library Association, 1943-44. Pp. 72.

Beginning somewhat informally at the outbreak of the war to aid in the distribution and use of war films sponsored by government agencies, the Educational Film Library Association became incorporated in April, 1943. This report reviews its first year's activities. Mr. L. C. Larson of Indiana University, chairman of the board of directors, describes the first steps in the formation of the group and its early meetings, relations with government agencies, the production, marketing, distribution, and utilization of educational films, and other related matters. The balance of the pamphlet is devoted mostly to reports of conference committees presented at the first annual meeting. A list of members and the text of the association's constitution are also included.

BOOKS RECEIVED

Activity Book Number Two: Library Projects for Children and Young People. By LUCILE F. FARGO. Chicago: American Library Association, 1945. Pp. 239. \$2.50.

"Aeronautics in Alaska: A List of References." Compiled by ARTHUR G. RENSTROM; issued by the Division of Aeronautics, Library of Congress. Washington, 1944. Pp. 39. Free to libraries. (Mimeographed.)

America in Fiction: An Annotated List of Novels That Interpret Aspects of Life in the United States. By OTIS W. COAN and RICHARD G. LILLARD. Rev. ed. Stanford University, Calif.: Stanford University Press, 1945. Pp. vi+162. \$1.75.

Babel's Tower: The Dilemma of the Modern Museum. By FRANCIS HENRY TAYLOR. New York: Columbia University Press, 1945. Pp. 53. \$1.00.

A Bibliography of Early Secular American Music (18th Century). By OSCAR GEORGE THEODORE SONNECK, revised and enlarged by WILLIAM TREAT UPTON. Washington: Music Division, Library of Congress, 1945. Pp. xvi+617. \$1.75.

Bibliography of Industrial Hygiene, 1900-1943: A Selected List. Compiled by ELLEN F. BELLINGHAM, J. J. BLOOMFIELD, and WALDEMAR C. DREESSEN; issued by the U.S. Public Health Service. ("Public Health Bulletins," No. 289.) Washington: Government Printing Office, 1945. Pp. xi+95. \$0.20.

"Biographical Sources for Foreign Countries, I: General." Compiled by HELEN DUDENBOSTEL JONES; issued by the General Reference and Bibliography Division, Library of Congress. Washington, 1944. Pp. iv+76. (Mimeographed.)

"Cartels, Combines and Trusts: A Selected List of References." Compiled by FRANCES CHENEY; issued by the General Reference and Bibliography Division, Library of Congress. Washington, 1944. Pp. iv+123. (Mimeographed.)

Catalogers' and Classifiers' Yearbook, No. 11. Compiled by the DIVISION OF CATALOGING AND CLASSIFICATION OF THE AMERICAN LIBRARY ASSOCIATION. Chicago: American Library Association, 1945. Pp. 96. \$2.00.

A Catalogue of Books from University Presses in the United States of America, Selected for Their Special Interest to Readers in Central and South America. Issued by the Association of American University Presses, 1945. Pp. 64.

The Catholic Elementary School Library: Proceedings of the Institute, Catholic University of America, June 27-29, 1944. Washington: Catholic University of America Press, 1945. Pp. 203. \$2.00.

Education and the Promise of America. By GEORGE S. COUNTS. ("Kappa Delta Pi Lecture Series.") New York: Macmillan Co., 1945. Pp. ix+157. \$1.50.

The Educational Process. By LUTHER PFAHLER EISENHART. Princeton: Princeton University Press, 1945. Pp. 87. \$1.00.

Encyclopedia of the Negro: Preparatory Volume with Reference Lists and Reports. By W. E. B. DU BOIS and GUY B. JOHNSON. New York: Phelps-Stokes Fund, Inc., 1945. Pp. 208. \$2.75.

Evaluation and Revision of the Library School Curriculum. By EDWARD A. WIGHT. ("Peabody Contributions to Library Education," No. 1.) Nashville: Peabody Press, 1945. Pp. v+64. \$1.15.

First Annual Report of the Educational Film Library Association, 1943-1944. Pp. 72.

The Free Public Library in Maryland: Report of the State-wide Library Survey Committee of the Maryland State Planning Commission. Baltimore: Maryland State Planning Commission, 1944. Pp. ix+118. \$0.50.

The Gary Public Library, 1907-1944. By ORPHA MAUD PETERS. Gary, Ind.: Gary Public Library, 1945. Pp. 56.

"The Guaranteed Annual Wage and Other Proposals for Steadying the Worker's Income: Selected References." Compiled by LAURA A. THOMPSON. Washington: U.S. Department of Labor Library, 1945. Pp. 19. (Mimeographed.)

Higher Education in the Postwar Period. Compiled and edited by JOHN DALE RUSSELL. ("Proceedings of the Institute for Administrative Officers of Higher Institutions," Vol. XVI [1944].) Chicago: University of Chicago, 1944. Pp. vi+169.

The High-School Science Library for 1944-45. By HANOR A. WEBB. (Reprinted from the *Peabody Journal of Education*, Vol. XXII, No. 4 [January, 1945].) Pp. 19. \$0.15.

The Humanities in Higher Education in the South: Report of a Conference Held at Vanderbilt University, July 24-29, 1944. Edited by EDGAR H. DUNCAN. Pp. xii+50. \$0.25.

Japanese Prints by Harunobu and Shunshō in the Collection of Louis V. Ledoux. By LOUIS V. LEDOUX. New York: E. Weyhe, 1945. Large quarto. Pp. [134]+8 color plates and 44 in half-tone. \$15.

Latin American Periodicals Currently Received in the Library of Congress and in the Library of the Department of Agriculture. Edited by CHARLTON SHELBY. ("Latin American Series," No. 8.) Washington: Library of Congress, 1944. Pp. vii+249. \$0.45.

The Librarian and the Teacher of Home Economics. By FRANCES HENNE and MARGARET PRITCHARD. ("Experimenting Together.") Chicago: American Library Association, 1945. Pp. vi+63. \$0.75.

Lincoln Bibliography, 1839-1939. Compiled by JAY MONAGHAN. ("Collections of the Illinois State Historical Library," edited by PAUL M. ANGLE, Vol. XXXI; "Bibliographical Series," Vol. IV.) 2 vols. Springfield: Illinois State Historical Library, 1943, 1945. Pp. xlv+519; xi+560. \$5.00.

Makers of Democracy in Latin America. By HAROLD E. DAVIS. ("Inter-American Bibliographical and Library Association Publications," Ser. I, Vol. IX.) New York: H. W. Wilson Co., 1945. Pp. 124. \$1.90.

Manual for Bibliographers in the Library of Congress. By MORTIMER TAUBE and HELEN F. CONOVER; issued by the Library of Congress Committee on Bibliography and Publications. Washington, 1944. Pp. iii+28.

Mexico's Role in International Intellectual Cooperation: Proceedings of the Conference Held in Albuquerque, February 24-25, 1944, under the Sponsorship of the University of Texas and the University of New Mexico. ("Inter-American Series," edited by J. ORTEGA, "Short Papers," No. VI.) Albuquerque: University of New Mexico Press, 1945. Pp. 60. \$0.65.

North American Negro Poets: A Bibliographical Checklist of Their Writings, 1760-1944. By DOROTHY B. PORTER. ("Heartman's Historical Series," No. 70.) Hattiesburg, Miss.: The Book Farm, 1945. Pp. 90. \$2.40.

"North Texas Regional Union List of Serials: Supplement, November 15, 1943—January 15, 1945." Edited by ARTHUR M. SAMPLEY. Denton: North Texas State Teachers College, 1945. Pp. ix+135. (Mimeo graphed.)

"Official War Publications: Guide to State, Federal, and Canadian Publications," Vol. VIII. By JEROME K. WILCOX. Berkeley: Bureau of Public Administration, University of California, 1944. Pp. 296. (Mimeo graphed.)

The Patients' Library: A Guide Book for Volunteer Hospital Library Service. By MARY FRANK MASON. Rev. ed. New York: H. W. Wilson Co., 1945. Pp. 117. \$1.00.

Patrons Are People: How To Be a Model Librarian. Prepared by a Committee of the Minneapolis Public Library Staff. Chicago: American Library Association, 1945. Pp. 39. \$0.50; 10 copies, \$0.40 each; 25 or more, \$0.35 each.

People through Books, Vol. I, No. 1. Published monthly by the Library Service of the East and West Association, 40 East Forty-ninth Street, New York 17, N.Y. Pp. 16. \$3.50 a year.

Principio to Wheeling, 1715-1945: A Pageant of Iron and Steel. By EARL CHAPIN MAY. New York: Harper & Bros., 1945. Pp. xiv+335. \$3.00.

The Rebirth of Liberal Education. By FRED B. MILLER. New York: Harcourt, Brace & Co., 1945. Pp. ix+179. \$2.00.

Safeguarding Civil Liberty Today. By CARL L. BECKER, MAX LERNER, JAMES LAWRENCE FLY, ROBERT E. CUSHMAN, FRANCIS BIDDLE, and EDMUND EZRA DAY. Ithaca, N.Y.: Cornell University Press, 1945. Pp. x+158. \$2.00.

School Libraries for Today and Tomorrow: Functions and Standards. Prepared by the Committees on Post-war Planning of the American Library Association Division of Libraries for Children and Young People and Its Section, the American Association of School Libraries, MRS. MARY PEACOCK DOUGLAS, Chairman. ("Planning for Libraries," No. 5.) Chicago: American Library Association, 1945. Pp. x+43. \$1.00.

Shakespeare and Jonson: Their Reputations in the Seventeenth Century Compared. By GERALD EADES BENTLEY. 2 vols. Chicago: University of Chicago Press, 1945. Pp. vii+149; iii+307. Vol. I, \$2.50; Vol. II, \$6.00; set, \$7.50.

Social Work Year Book, 1945. Edited by RUSSELL H. KURTZ. Eighth issue. New York: Russell Sage Foundation, 1945. Pp. 620. \$3.25.

Tobias Smollett: Traveler-Novelist. By GEORGE M. KAHL. Chicago: University of Chicago Press, 1945. Pp. xxiv+165. \$2.75.

Who Shall Be Educated? The Challenge of Unequal Opportunities. By W. LLOYD WARNER, ROBERT J. HAVIGHURST, and MARTIN B. LOEB. New York: Harper & Bros., 1944. Pp. xii+190. \$2.50.

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